

College Entrance Examination Board



Examination Questions

June and September

1928



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College Entrance Examination Board

QUESTIONS

SET AT THE EXAMINATIONS OF 1928

Held June 18-23 by the College Entrance Examination
Board and September 17-21 by a number of uni-
versities, colleges, and scientific schools



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The Athenæum Press
GINN AND COMPANY, PROPRIETORS, BOSTON, U.S.A.

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1928

BIOLOGY

Friday, June 22

2 p.m. Two hours

Answer four questions from Group A and four questions from Group B.

GROUP A

1. Indicate the principal excretions and the structures or organs involved in the process of excretion in (a) man, (b) tree.
2. A fish eats an insect. (a) State three functions of the fish which necessarily affect this food before it can be utilized by the cells. (b) State two primary uses which make this food essential to the fish.
3. a) What is the essential difference between a spore and a seed?
b) Give an example of plant reproduction which involves neither spores nor seeds.
c) Name two different plants which reproduce by spores.
d) Name an animal which may reproduce from spores.
4. a) Account for the annual rings in a dicotyledonous stem.
b) Explain why such rings are lacking in a monocotyledonous stem.
5. Draw the side view of a fish or frog, showing the main external features, and label ten structures.

GROUP B

6. Indicate the source and use of water in a fern or flowering plant.
7. Write briefly on the care of the young as shown by a member of each class of vertebrate animals.
8. a) Name four plants, each of which is economically detrimental for a different reason. State the reason in each case.
b) Name four plant products, each of which is of economic benefit for a different reason. State the reason in each case.
9. a) Mention the chief ways by which infections of protozoa or bacteria are incurred.
b) Give a typical example of each method.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

10. Each statement below is true or false. On your paper list the letters *a* to *j* on successive lines. These will refer to the corresponding lettered sentences given below. Opposite each letter write the word *true* or the word *false* according to your judgment.
- a.* The honey bee has complete metamorphosis.
 - b.* An imperfect flower is one which lacks either stamens or pistil.
 - c.* The larynx leads from the pharynx to the lungs.
 - d.* Arteries carry only oxygenated blood.
 - e.* Invertebrate animals are distinguished, in general, by the possession of an internal skeleton.
 - f.* Most of the water used by a tree is absorbed through the stomata.
 - g.* The stomata are mostly in the lower epidermis of a leaf.
 - h.* The hilum assists the hypocotyl in breaking through the seed coat.
 - i.* The alimentary canal means the excretory system.
 - j.* Saliva secretes a hormone called ptyalin.

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(p-1)

1928

BIOLOGY

Friday, September 21

2 p.m. Two hours

Answer four questions from Group A and four questions from Group B.

GROUP A

1. a) Make a fully labeled drawing of a flower as seen in vertical section, or a fully labeled drawing of a dissected flower to show all the parts.
b) What is the function of a flower?
2. a) Explain why green plants require light for growth and development.
b) How then is it possible for certain plants normally to grow in the dark?
c) What differences can you mention in the nutritive requirements of plants and of animals?
3. Name and describe the chief structures found in typical cells.
4. Give the structure of human blood and state the principal function or functions of each part.
5. Contrast the respiratory organs of a water-living animal with those of an air-breathing animal.

GROUP B

6. a) Give four of the most important evidences for organic evolution.
b) Name the chief contribution to the subject of evolution from one of the following: Lamarck, Darwin, De Vries.
7. a) What characters make the crayfish unique among the invertebrates?
b) What characters make the bird unique among the vertebrates?
8. Give definite biological reasons for each of the following:
a) Spraying with arsenate of lead.
b) Soil value of clover.
c) Destruction of wild currants when growing in the vicinity of white pine trees.
d) Exposure of children to sunlight.
e) Keeping bees near an orchard.
9. a) Select and describe one important animal disease and one important plant disease.
b) Tell how each should be controlled.
10. Give the life-history of a fresh-water clam.

BOTANY

Tuesday, June 19

2 p.m. Two hours

Answer eight questions.

1. Explain why the following substances are necessary for the welfare of a typical green plant:
 - a) iron in the soil or water,
 - b) nitrates,
 - c) oxygen,
 - d) water.
2. Name *three* foods commonly found in seeds and state how you would demonstrate the presence of each. For each type of food name a seed in which it is especially abundant.
3. Answer *four* of the following questions by a brief statement not to exceed ten words:
 - a) What is the significance in the metabolism of the plant of the crystals which are found in many plant cells?
 - b) State three peculiarities in the behavior of plants that prove them to be alive.
 - c) What three environmental conditions are essential to germination?
 - d) What are three protoplasmic constituents of a green cell?
 - e) Into what three ecological groups are plants divided with reference to their water relations?
4. What is meant by a control (check) experiment? Make labeled sketches to show the apparatus used in *two* experiments performed by you in which a control was used, indicating the control.
5. Tell whether *five* of the following statements are true or false, and state in a few words the facts on which you base your answer:
 - a) Chlorophyll is dissolved in the cell sap.
 - b) Many of the cells which are of use to the plant are dead.
 - c) All cotyledons eventually become foliage leaves.
 - d) Photosynthesis may be carried on in the stem.
 - e) The erect habit of growth has no disadvantages.
 - f) Insectivorous plants do not need chlorophyll.

6. Complete *ten* of the following statements by adding one to three words to each:
 - a) Motile algae move about by means of ———.
 - b) A plant which lives for several years is called ———.
 - c) Fungi differ in structure from algae primarily in the fact that they ———.
 - d) The protonema of a moss belongs to the ——— generation.
 - e) The passage of a substance in solution through a membrane is called ———.
 - f) The plant transforms starch into soluble carbohydrates through the agency of ———.
 - g) The growth of a seed-plant from embryo to seedling is called ———.
 - h) Respiration in green plants is dependent upon the presence of a supply of ———.
 - i) The fibrovascular bundle of a monocotyledon lacks the ——— of a dicotyledon.
 - j) The passage of solutions from bark to wood in a woody stem takes place through the ———.
 - k) Plants that live on decaying organic matter are called ———.
7. Show the life cycle of a fern by a series of at least *five* labeled diagrams in proper sequence.
8. Briefly characterize *five* ways in which bacteria may be of economic importance, aside from their activities in connection with the production of various diseases.
9. In what respects is the deciduous habit more advantageous than the evergreen in the trees of the temperate zone? Name *three* evergreen and *three* deciduous trees of the United States.
10. For *ten* of the plant products mentioned below, designate by name the family to which the plant from which it is obtained belongs: Apple, strawberry, bean, cabbage, tomato, melon, corn, rice, peach, blueberry, date, fig, pineapple, banana, orange, onion, tobacco, beet, radish, peanut, mahogany, cork, cotton, ginseng, tea, cocoanut, cranberry, olive, sweet potato, squash.
11. Write the letters *a* through *e*, and after each the italicized word or phrase which in each case correctly completes the sentence:
 - a) The substance other than carbon dioxide out of which plants synthesize carbohydrates is *sunlight, chlorophyll, nitrate, water*.
 - b) Sexual reproduction in *Vaucheria* is brought about by *fission, conjugation, budding, fertilization*.

(7-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

- c) The protoplasmic membrane as compared with the cell wall shows *less permeability, greater permeability, equal permeability.*
 - d) The sporophyte cells as compared with the gametophyte have *half the number of chromosomes, the same number of chromosomes, double the number of chromosomes, three times the number of chromosomes.*
 - e) The significance of the process of mitosis is that it results in *asexual reproduction, even division of the chromatin material, cell division, formation of daughter nuclei.*
12. Explain the steps you would take to breed plants for disease resistance. Give an example of a plant in which this is being done.

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(q-1)

1928

BOTANY

Friday, September 21

2 p.m. Two hours

Answer eight questions.

1. Define *five* of the following terms: mutation, hybrid, enzyme, endosperm, micropyle, geotropism, mycelium, placenta.
2. Make labeled drawings which will show all the essential parts of *three* of the following:
 - a) a pollen grain
 - b) a palisade cell
 - c) a root hair cell
 - d) a sieve tube cell
3. Describe a laboratory experiment which demonstrates the suction force of transpiration, *or* an experiment which demonstrates that transpiration takes place through the stomata.
4. How do carbohydrates differ from fats? How do proteins differ from both carbohydrates and fats? Name *three* examples of carbohydrates.
5. Why is it that a piece of beet which has been boiled gives off its red pigment when left standing in water, whereas an unboiled piece does not do so? Explain in terms of permeable and semi-permeable membranes.
6. In what groups of plants, during the course of evolution, were the following habits first developed? Answer *five*.
 - a) heterospory
 - b) formation of sporophylls
 - c) production of a perianth
 - d) dependence of gametophyte on sporophyte
 - e) production of sperms in antheridia
 - f) fruit formation
 - g) establishment of vascular bundles
 - h) permanent retention of megaspore in megasporangium
 - i) complete adaptation to land habit
 - j) production of oospores

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

7. In each of *three* families name *three* plants which are of economic importance. What part of each plant is used?
8. Write down the letters *a* through *k* and after *ten* of them write the name of a plant which would make the statement following the letter correct.
 - a) The stem of ——— has vascular bundles but no cambium.
 - b) The sporophyte of ——— is dependent on the gametophyte throughout its life.
 - c) In ——— the cotyledons remain in the seed during germination;
 - d) in ——— they eventually come out of the seed but do not become foliage leaves;
 - e) in ——— they eventually become foliage leaves.
 - f) ——— is an alga which grows on the bark of trees and on walls.
 - g) Latex is found in ———.
 - h) ——— is a unicellular fungus which reproduces by budding.
 - i) The stem of ——— is a rhizome.
 - j) ——— is a fungus which produces aerial spores and zygotes.
 - k) The fruit of ——— is a one-seeded, dry, indehiscent fruit.
9. Tell whether *five* of the following statements are true or false, and state in a few words the facts on which you base your answer:
 - a) The ferns give indications in their life-history that they are descended from thallophytes.
 - b) The chief difference between algae and fungi is that the former live in water and the latter on land.
 - c) Seeds get the energy necessary for germination from sunlight.
 - d) The style is a tube through which the pollen grain passes to the ovule.
 - e) A spore may be formed as the result of either a sexual or an asexual process.
 - f) Ovules are not always borne inside of ovaries.
10. In one or two words give the name for *five* of the following:
 - a) the bacteria which convert ammonia into nitrates
 - b) the bacteria which convert nitrates into simpler substances
 - c) bacteria which grow better in the absence of air
 - d) disease-causing bacteria
 - e) the bacteria which inhabit the root nodules of the legume family
 - f) bacteria that live on food stuffs
11. In connection with lumbering operations, state at least *three* methods of treatment which the forester would advise in order to insure the continued productivity of forest land.

12. Write down the letters *a* through *f*, and after each the italicized word which correctly completes the respective sentences:

- a*) A plant which grows upon another plant but does not derive food from it is a *parasite, saprophyte, epiphyte, thallophyte*.
- b*) The changing of starch into sugar is called *digestion, assimilation, photosynthesis, translocation*.
- c*) A flower in which the stamens and petals are attached to the receptacle is *perigynous, epigynous, exogenous, hypogynous*.
- d*) The process by which a root hair absorbs water is *suction, osmosis, plasmolysis, synthesis*.
- e*) The structure in a moss which contains the egg is the *oogonium, sporogonium, archegonium, antheridium*.
- f*) A flower which contains both stamens and pistil is said to be *perfect, monoecious, dioecious, dimorphic*.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(8-1)

1928

CHEMISTRY

Tuesday, June 19

2 p.m. Two hours

Answer EIGHT questions as indicated below.

Number and letter your answers to correspond to the questions selected.

Note: No credit will be given for problems on this paper unless the methods of calculation are clearly indicated. The units in which the final numerical answers are expressed must be given, but need not be carried beyond one place of decimals.

PART I

(Answer all questions in Part I)

- Describe briefly but clearly what you would observe if you carried out each of the following experiments, and write balanced equations for the principal reactions:
 - Dilute potassium chloride solution is added to dilute silver sulphate solution;
 - Dilute hydrochloric acid is poured over some iron filings;
 - Dilute nitric acid is poured over some pieces of copper;
 - A mixture of zinc dust and powdered sulphur is cautiously heated.
- Carbon monoxide is a reducing agent, nitric acid is an oxidizing agent. Give an example, with an equation, to illustrate each action.
- To prepare hydrogen chloride, 58.5 grams of sodium chloride are treated with sulphuric acid—



- What is the minimum weight of pure sulphuric acid that will suffice?
What is the maximum weight of hydrogen chloride that can be produced?
- If this amount of hydrogen chloride is entirely dissolved in water, what weight of calcium carbonate would the solution dissolve?



- What volume of carbon dioxide would be evolved in the last reaction?
(Atomic weights: Na = 23, H = 1, S = 32, O = 16, Ca = 40, C = 12, Cl = 35.5.
Weight of 1 liter of CO_2 = 1.97 grams. Gram-molecular volume = 22.4 liters.)

See note at beginning of question paper.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

4. Describe *two* of the following processes briefly but clearly, mentioning any special conditions necessary (temperature, pressure, or catalytic agent):
 - a) Preparation of oxygen from liquid air;
 - b) Preparation of nitric acid from the nitrogen of the air;
 - c) Preparation of sulphuric acid from sulphur;
 - d) Laboratory method for the preparation of chlorine.
5. Explain in terms of the ionic theory the following: (a) the electrolysis of hydrochloric acid; (b) neutralization; (c) what occurs when barium chloride solution is mixed with sulphuric acid; (d) why a water solution of sodium carbonate is alkaline to litmus, while a solution of sodium chloride is neutral.

PART II

(Answer only three questions in Part II. Answers to extra questions will receive no credit.)

6. Explain the action that goes on in each of the following:
 - a) Cotton cloth is bleached by chlorine.
 - b) Certain materials are bleached by sulphur dioxide.
 - c) Concentrated sulphuric acid is a dehydrating agent.
 - d) Nitric oxide turns brown on exposure to air.
7. Give a chemical test (or tests), including equations, by which you could completely identify *four* of the following: (a) hydrogen sulphide; (b) ammonium chloride; (c) ferric nitrate; (d) carbonic acid; (e) sodium sulphate. State the essential observations for each test, and write equations, if any.
8. How many liters of oxygen are required for the *complete* combustion of one liter of each of the following gases, assuming that the volumes of all the gases are measured at 100° C. and that the pressure is standard throughout: (a) hydrogen; (b) methane (CH_4); (c) acetylene (C_2H_2); (d) hydrogen sulphide? Write the equations and represent the volumes of the various gases (including the combustion products) by means of squares.
9. How do you explain the facts that a solution of copper sulphate (a) has a blue color, (b) conducts the electric current, and (c) will coat an iron nail with copper?
10. a) When carbon dioxide is passed into limewater, a precipitate forms which disappears when an excess of carbon dioxide has been added, and reappears when the solution is boiled. Explain, writing equations.
 b) Write an equation to show what change occurs when a permanently hard water is softened.

(8-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

11. Are the following statements true or false? Give a reason for or an illustration of your answer in each case. (Make a vertical list in correct order, labeling "true" or "false" as the case may be.)
- a) Carbon is an excellent reducing agent.
 - b) Carbon reacts with water to form carbonic acid.
 - c) Carbon forms stable compounds with oxygen, as well as many organic compounds with hydrogen, and with hydrogen and oxygen.
 - d) Carbon in the form of charcoal is a good adsorbent.
 - e) A metallic element like carbon displaces the hydrogen in acids.
 - f) Some form of carbon is used extensively in metallurgy.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(1-1)

1928

CHEMISTRY

Thursday, September 20

9 a.m. Two hours

Answer EIGHT questions as indicated below.

Number and letter your answers to correspond to the questions selected.

Note: No credit will be given for problems on this paper unless the methods of calculation are clearly indicated. The units in which the final numerical answers are expressed must be given, but need not be carried beyond one place of decimals.

PART I

(Answer all questions in Part I)

1. *a)* Write the equation for a common process for preparing each of the following: nitric acid, silver chloride, calcium oxide, sodium bicarbonate.
b) Indicate which of these processes take place at room temperature and which need heat.
c) Indicate the method of separation of each product.
2. Are the following statements true or false? Give a reason for your answer in each case. (Make a vertical list in correct order, labeling "true" or "false" as the case may be.)
a) Iron will displace copper from a solution of a copper salt.
b) Nitrogen is a useless component of the atmosphere.
c) Water can be made chemically pure by boiling.
d) A saturated solution is one which cannot be made to dissolve any more of the solute.
e) The separation of metals from their ores is usually a process of reduction.
f) Calcium chloride is an undesirable component in water.
3. *a)* What weight and what volume of carbon dioxide under standard conditions may be obtained from 14.3 grams of washing soda, $\text{Na}_2\text{CO}_3 \cdot 10\text{H}_2\text{O}$?
b) Calculate the weight of sodium hydroxide that would be formed by the action of 4.6 grams of sodium on water.
(Atomic weights: $\text{Na} = 23$, $\text{C} = 12$, $\text{O} = 16$, $\text{H} = 1$. Weight of 1 liter of $\text{CO}_2 = 1.97$ grams. Gram-molecular volume = 22.4 liters.)
See note at beginning of question paper.
4. Explain in terms of the ionic theory the following: (*a*) the difference in behavior of aqueous solutions of electrolytes as compared with non-electrolytes; (*b*) the characteristic properties of acids and bases; (*c*) electroplating.
5. Give for each of the six ions mentioned below—
a) The chemical tests by which you would identify each ion;
b) The observations on which one depends for each identification; and
c) The balanced equations:
Ammonium, sulphide, carbonate, sulphate, calcium, and silver.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

PART II

(Answer only three questions in Part II. Answers to extra questions will receive no credit.)

6. *a)* Name an iron ore, tell how the metal is obtained from it, and how further purified.
b) What use can be made of ordinary copper, of pure copper, of copper salts?
c) Write the equation showing how copper reacts with an acid.
7. Name and give the formula of one substance which illustrates each of the following terms: acid anhydride, deliquescence, reducing agent, oxidizing agent, hydrolysis, catalyst and the conditions under which it acts.
8. *(a)* State Gay-Lussac's law of combining volumes; *(b)* write an equation to illustrate it; *(c)* explain the significance of this equation in terms of liters.
9. A metal acts on an acid producing a gas of which 1.6 liters, measured under standard conditions, weigh 2.15 grams. What is the molecular weight of the gas?
See note at beginning of question paper.
10. Describe and give an equation for *(a)* a reaction which is used in the household to produce heat; *(b)* also one which is used in the industries to produce heat; *(c)* a reaction which will not start without the application of heat but, once started, will continue spontaneously; *(d)* a reaction which will not proceed except with the continued application of heat.
11. State two laws which have to do with chemical combination by weight, and show how the atomic theory explains these laws.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(30-1)

1928

DRAWING—FREEHAND

Saturday, June 23

2 p.m. Two hours

Candidates must do both exercises.

An incomplete drawing, correctly laid out and executed by correct method, is better evidence of proficiency than a completed drawing incorrect in construction or slovenly in execution.

All work must be strictly freehand work without assistance from measuring slips, instruments, or artificial aids of any kind.

1. Make a line drawing in perspective of the rectangular box and the bowl shown in elevation in Figure 1. The base of box is square and its double covers are opened front and back at angles of 45° with the ground. The eye level is to be assumed as above the top line of upper cover. The box is to be turned so that line AA is the nearest of the vertical lines to the observer. The bowl is to be so placed that it is slightly in front of the side of box nearest to observer.

Using light lines draw the horizon line and all the construction lines which indicate positions of vanishing points. Make the vertical dimension of the drawing about 3 inches.

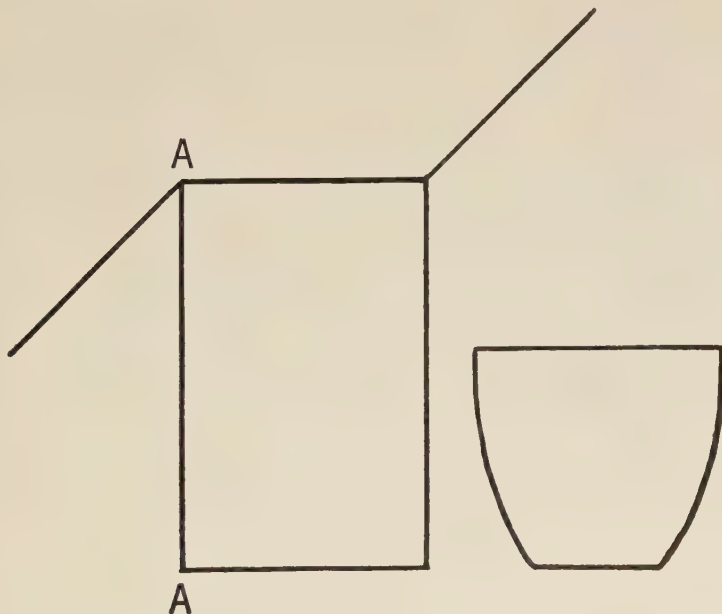


FIGURE 1

(THIS EXAMINATION IS CONTINUED ON PAGE 2)



FIGURE 2

2. Make a drawing in light and shade of the monument shown in Figure 2. Do not draw in the background.

Drawing to be of same size as illustration.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(31-1)

1928

DRAWING—MECHANICAL

Saturday, June 23

2 p.m. Two hours

Candidates taking the examination in Mechanical Drawing are requested to write their names in addition to their examination numbers on the answer books and sheets of drawing paper used in this examination.

1. The object shown in Figure 1 is composed of five blocks, *A*, *B*, *C*, *D*, and *E*, held together by fastenings (which are not shown). Show by a simple isometric or other pictorial sketch the form and approximate sizes of (a) block *A*; (b) block *B*; (c) any one of the others.

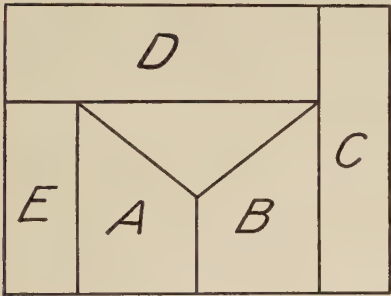


FIG. 1

2. All of the interior angles of an irregular hexagon $mnpqr$ are equal. The lengths of four of its sides (taken in order in either direction) are as follows:

$$mn = 2\frac{1}{8} \text{ inches; } no = 3\frac{3}{8} \text{ inches; } op = \frac{1}{2} \text{ inch; } pq = 4\frac{1}{8} \text{ inches.}$$

Draw the entire hexagon with the *greatest possible accuracy* (using T-square and triangle), and scale the lengths of qr and rm to the nearest $\frac{1}{32}$ of an inch.

3. An object is composed of three wooden pieces L , M , and N (Fig. 2) fitted together. Make a simple *working (assembly) drawing* of the complete object. Include three *properly and carefully dimensioned* views (scale, $\frac{1}{2}$ size), some brief printed notes, and a title, *Joint Brace*.

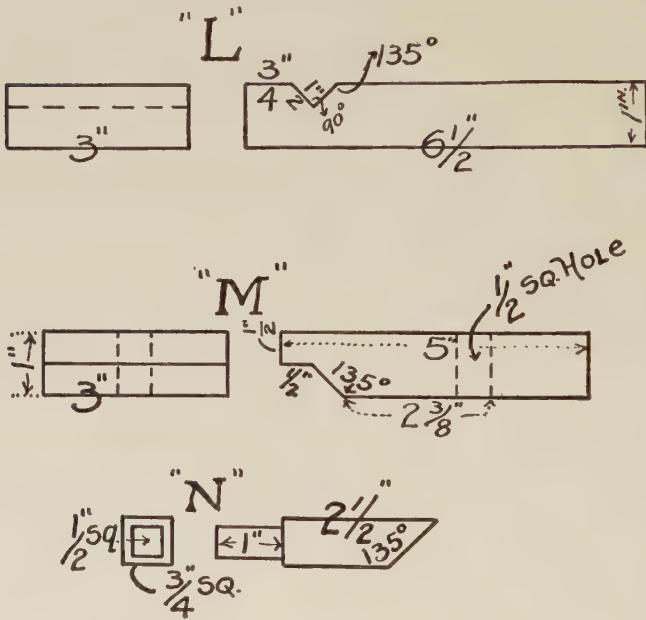


FIG. 2

4. Required an *isometric drawing* of the *lower half* of the following solid. A hexagonal prism $2\frac{1}{2}$ inches long, sides of hexagon 2 inches, lies on one of its side faces; a 3 inch cylindrical hole, its axis coinciding with that of the prism, extends entirely through it.

5. Answer *either* (a) *or* (b).

- a) A prism of irregular cross-section is cut along XY as shown in Figure 3a. Draw the *true shape* of the section cut, by taking measurements directly from the two given views, without copying these views.

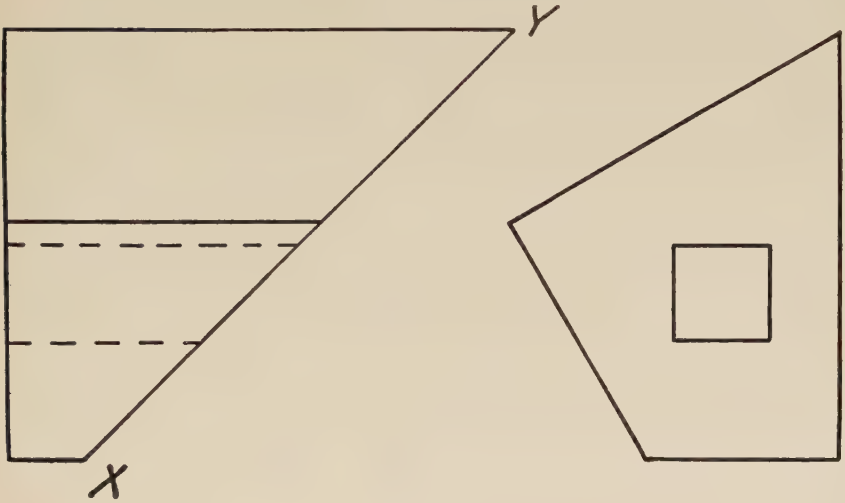


FIG. 3a

- b) Draw *two views*, in orthographic projection, of the block of Figure 3b, after it has been rotated about the edge *ef* until the face *efgh* is *horizontal*. Take the dimensions from the drawing.

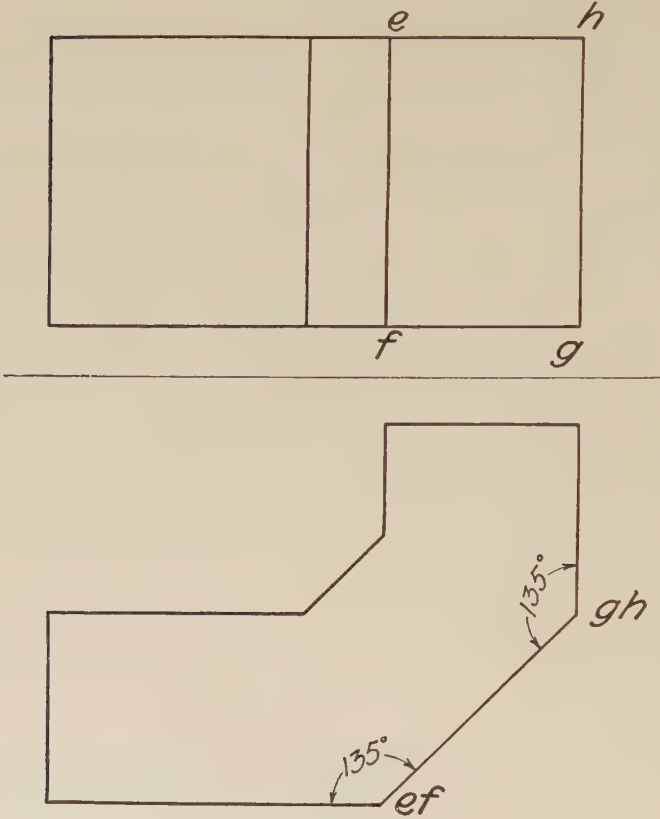


FIG. 3b

This paper must be returned by the candidate with his answer book. His name should be entered on this line.

(5-1)

1928

ENGLISH 1, 2, 1-2 GRAMMAR, COMPOSITION, AND LITERATURE

(Ordinary or Restricted Examination)

Tuesday, June 19

9 a.m.

Candidates in English 1 will take Part I. Two hours.

Candidates in English 2 will take Part II. Two hours.

Candidates in English 1-2 will take the whole paper. Three hours.

PART I—GRAMMAR AND COMPOSITION

A—GRAMMAR

(Not more than twenty minutes)

Johnson's conversation was nowhere so brilliant and striking as when he was surrounded by a few friends, whose abilities and knowledge enabled them, as he once expressed it, to send him back every ball that he threw. Some of these, in 1764, formed themselves into a club, which gradually became a formidable power in the commonwealth of letters. The verdicts pronounced by this conclave on new books were speedily known over all London, and were sufficient to sell off a whole edition in a day, or to condemn the sheets to the service of the trunk-maker and the pastry-cook. Nor shall we think this strange when we consider what great and various talents and acquirements met in the little fraternity.—MACAULAY.

From the passage above select an example of each of the following, and explain its construction:

- a) an infinitive used as a modifier
- b) an adverbial clause of time
- c) a noun clause
- d) an adjective clause
- e) a predicate noun

B—COMPOSITION

SECTION 1

Candidates in English 1 will write upon any *two* topics. (Forty-five to sixty minutes.)

Candidates in English 1-2 will write upon any *one* topic. (Not more than thirty minutes.)

1. Stevenson says that we read stories more for action than for character. Discuss this remark in the light of your own reading of a novel by Stevenson or of another novel from the prescribed list.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

2. Of Shakespeare's characters (not in *Hamlet* or *Macbeth*) describe one that impresses you as ugly or grotesque or witty or wicked. Quote or cite a passage that contributes to this impression.
3. Choose either (a) or (b).
 - a) Discuss with definite references to narrative poems that you have read the advantages and disadvantages of telling stories in verse.
 - b) Comment on elements of adventure in *The Lady of the Lake* or the *Odyssey* or the *Old Testament*.
4. Give the reasons that determine your answers to two of the following questions:
 - a) Which essayist pleased you especially?
 - b) Which essayist did much for the social reform of his time?
 - c) Which essayist was particularly influential in politics?
 - d) Which essayist especially revealed his own personality?
5. From your reading of modern literature, both in school and at home, compare the relative enjoyment or benefit derived from three of the following: poems, plays, scientific works, short stories, biographies.

SECTION 2

(Forty-five to sixty minutes)

Write a composition of about three hundred and fifty words on one of the following topics. Choose such aspects of the subject as you can well discuss according to an orderly, consecutive plan. Prefix an appropriate title.

1. My choice for president
2. The plight of the farmer
3. Auctions
4. At the rainbow's end
5. My interest in biography
6. Popularity that is worth having
7. People as seen by the car conductor or the golf caddie
8. Keeping up with the neighbors
9. Amateurs outside of sports
10. On second thought

(5-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

11. The appeal of the laboratory
12. Conservation of wild life
13. People I have worked for
14. When we can travel a hundred miles an hour
15. American history in American fiction

PART II—LITERATURE

Candidates in English 2 will answer Question 1 and any other *four* questions. (Two hours.)

Candidates in English 1-2 will answer any *three* questions. (Sixty to seventy-five minutes.)

1. Choose either (a) or (b).

a) Paraphrase the following poem:

A Poet! He hath put his heart to school,
Nor dares to move unpropped upon the staff
Which Art hath lodged within his hand—must laugh
By precept only, and shed tears by rule.
Thy Art be Nature; the live current quaff,
And let the groveller sip his stagnant pool,
In fear that else, when Critics grave and cool
Have killed him, Scorn should write his epitaph.
How does the Meadow-flower its bloom unfold?
Because the lovely little flower is free
Down to its root, and, in that freedom, bold;
And so the grandeur of the Forest-tree
Comes not by casting in a formal mould,
But from its *own* divine vitality.

—WORDSWORTH

b) In single paragraphs, each about a page in length, give your understanding of any two of the following quotations:

. . . . that inward eye
Which is the bliss of solitude.

—WORDSWORTH

Our sweetest songs are those that tell of saddest thought.

—SHELLEY

My strength is as the strength of ten
Because my heart is pure.

—TENNYSON

Such sights as youthful poets dream
On summer eves by haunted stream.

—MILTON

(THIS EXAMINATION IS CONTINUED ON PAGE 4)

(5-3)

How many ages hence
Shall this our lofty scene be acted over
In states unborn and accents yet unknown.

—SHAKESPEARE

Heard melodies are sweet, but those unheard
Are sweeter.

—KEATS

2. Choose (a) or (b) or (c).

a) Contrast Laertes with Hamlet in his moves to avenge the death of his father. What effect does the behavior of Laertes have upon the impression we form of Hamlet?

b) Show how Shakespeare in *Hamlet* or in *Macbeth* makes external circumstances and the character of the persons work together in forwarding the plot.

c) What scenes show in Lady Macbeth (1) presence of mind, (2) understanding of her husband, (3) will-power, (4) remorse, (5) power to inspire loyalty?

3. Choose (a) or (b).

a) Translate the pleasures of L'Allegro or of Il Penseroso into terms of the life of our day.

b) The following quotations are from *Paradise Lost*. Select any two which recall passages or sentiments in one of Milton's minor poems. Explain the connection.

- 1) Fairy elves,
Whose midnight revels, by a forest side
Or fountain, some belated peasant sees.
- 2) God and good angels guard by special grace.
- 3) He and his horrid crew lay vanquished.
- 4) When night
Darkens the streets, then wander forth the sons
Of Belial flown with insolence and wine.
- 5) That golden scepter which thou didst reject
Is now an iron rod.

(5-4)

(THIS EXAMINATION IS CONTINUED ON PAGE 5)

4. Choose either (a) or (b).
 - a) Quote from ten to twenty consecutive lines from one of the poems of Browning and discuss their poetical qualities.
 - b) What evidence do you find in Browning's poems that the poet had a high appreciation of beauty, of self-sacrifice?
5. Which of Burke's arguments for peace are applicable to a more general situation than that of 1775—for example, to the problems of the League of Nations?
6. What effect did Johnson's final prosperity have on his work and on his social intercourse?
7. According to Arnold, Wordsworth in his best work "deals with *life* because he deals with that in which life consists." Show that some of Wordsworth's poems illustrate this statement.
8. According to Lowell, what characteristics of the Elizabethan age gave Shakespeare a greater opportunity to develop his poetic genius than he would have found fifty years earlier or later?

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(6-1)

1928

Comprehensive Examination

ENGLISH

Tuesday, June 19

9 a.m. Three hours

Every question on this examination tests your power in reading and composition. Write legibly; watch your spelling and punctuation. Allow time for adequate revision.

PART I

(Seventy to eighty minutes)

Write upon any two of the following four questions.

1. The course of a person's life may be influenced by various agencies, such as his own nature, prevailing customs, personal ambition, regard for other people, patriotic feeling, events beyond his control. From each of three novels select a character, and show in each case how some one of these agencies has influenced him and others associated with him.
2. *a)* What is the nature of the main problem confronting the leading character in each of three dramas that you have read?
b) With what result in each case does the leading character deal with his problem?
3. From reading prose one may acquire knowledge (*a*) of a man's life and thoughts, (*b*) of an author's ways of presenting his materials, or (*c*) of the prevailing conditions of a time. Illustrate each of these three statements by specific references to your reading of biography, essays, or orations.

4. Compare the following two poems as to: (a) ideas, (b) feeling, (c) melody
Explain briefly your comparisons.

THE DARKLING THRUSH

I leaned upon a coppice gate
When Frost was spectre-gray,
And Winter's dregs made desolate
The weakening eye of day.
The tangled bine-stems scored the sky
Like strings from broken lyres,
And all mankind that haunted nigh
Had sought their household fires.

The land's sharp features seemed to be
The Century's corpse outleant;
His crypt the cloudy canopy,
The wind his death-lament.
The ancient pulse of germ and birth
Was shrunken hard and dry,
And every spirit upon earth
Seemed fervourless as I.

At once a voice burst forth among
The bleak twigs overhead
In a full-hearted evensong
Of joy unlimited;
An aged thrush, frail, gaunt and small,
In blast-beruffled plume,
Has chosen thus to fling his soul
Upon the growing gloom.

So little cause for carollings
Of such ecstatic sound
Was written on terrestrial things
Afar or nigh around,
That I could think there trembled through
His happy good-night air
Some blessed hope, whereof he knew
And I was unaware.

—THOMAS HARDY

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LINES WRITTEN IN EARLY SPRING

I heard a thousand blended notes,
While in a grove I sate reclined,
In that sweet mood when pleasant thoughts
Bring sad thoughts to the mind.

To her fair works did Nature link
The human soul that through me ran;
And much it grieved my heart to think
What man has made of man.

Through primrose tufts, in that green bower,
The periwinkle trailed its wreaths;
And 'tis my faith that every flower
Enjoys the air it breathes.

The birds around me hopped and played,
Their thoughts I cannot measure:—
But the least motion which they made,
It seemed a thrill of pleasure.

The budding twigs spread out their fan,
To catch the breezy air;
And I must think, do all I can,
That there was pleasure there.

If this belief from heaven be sent,
If such be Nature's holy plan,
Have I not reason to lament
What man has made of man?

—WILLIAM WORDSWORTH

PART II

(Thirty to forty minutes)

The object of this section is, in part, to test your power of observing and of applying what you have observed to the solution of unexpected problems.

1. Our growth in life may be measured by the books that we read; and conversely, as we cannot have all experience in our own lives, books are necessarily one of the most fruitful sources of growth in experience.

This is true, however, only of what may be called vitalized reading—reading, not with the eyes alone, nor with the mind alone, but with the stored experiences of life, with the emotions that it has brought, with the attitudes toward men and things and ideas that it has given—in a word, with imagination. To read with imagination, you must be, in the first place, alert; in the second place, sensitive and receptive. Instead, however, of being merely passively receptive of the stream of ideas and images and sensations flowing from the work you are reading, you must be eager to take all that it has to give, and to recreate this in terms of your own experience. Thus by making it a part of your imaginative experience, you widen your actual experience, you enrich your life, and you increase the flexibility and power of your mind.

In order, then, to tap the sources of your imagination, you must learn to experience in two ways: first, through life itself, not so much by seeking experiences different from those that naturally come your way, as by becoming aware of the value of those that belong naturally to your life; and second, through learning to absorb and transmute the life that is in books, beginning with those that appeal strongly to your tastes and experience. In the process of reading you will turn more and more to those writers who have a larger mastery of life, and who, by their skill in expressing the wisdom and beauty that they have made their own, can admit you, when you are ready, to some share in that mastery.

—JOHN M. MANLY

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Henry Holt and Company)

- a) What, according to John M. Manly, is the purpose of reading?
- b) How, according to the author, should one read in order to derive the greatest benefit?
- c) What progressive stages does he suggest that you will make in your reading?

LONGFELLOW IN WESTMINSTER ABBEY

Erelong I paced those cloisteral aisles, erelong
I moved where pale memorial shapes convene,
Where poet, warrior, statesman, king, or queen
In one great elegy of sculpture throng,
When suddenly, with heartbeats glad and strong,
I saw the face of that lost friend serene
Who robed Hiawatha and Evangeline
In such benign simplicity of song!
Then, swiftly as light mists on morning leas,
All history, legend, England, backward drawn,
Vanished like vision to incorporate air.

And in one sweet colonial home o'er seas
I saw the lamp shine out across the lawn;
I heard the old clock ticking on the stair!

—EDGAR FAWCETT

Restate in your own words the experience described in this poem.

PART III

(Forty to sixty minutes)

Write in several paragraphs a composition of about three hundred and fifty words upon one of the following subjects. Choose such aspects of the subject as you can well discuss according to an orderly, consecutive plan. Prefix an appropriate title.

1. Personal tastes and critical standards
2. Are luxuries necessities?
3. Chemistry in modern life
4. Slums and settlement houses
5. How to enjoy a painting
6. Can a love for poetry be taught?
7. Neighbors
8. Privileges of childhood
9. Modern methods in some branch of farming
10. A world-figure of today
11. The amateur musician
12. *Alice in Wonderland*
13. People I have worked for
14. Popularity that is worth having
15. Books as magic carpets

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(a-1)

1928

ENGLISH

Monday, September 17

9 a.m. Three hours

Every question on this examination tests your power in reading and composition. Write legibly; watch your spelling and punctuation. Allow time for adequate revision.

PART I

(Seventy to eighty minutes)

Write upon any two of the following four questions.

1. The novelist often secures his effect by emphasizing one of the following elements: (a) character, (b) events, (c) background (setting).

Choose three novels that you have read and show in each the relative degree of emphasis among these elements.

2. "Drama is a representation of the will of man in conflict with powers and forces beyond his control; it is one of us thrown living upon the stage, there to struggle against fate, against social law, against one of his fellow-mortals, against himself, or against the opposing interests of those who surround him."

Show how this definition applies in whole or in part to three plays that you have read.

3. From each of three examples of prose that you have read, other than the novel or the drama, what ideas, knowledge of character or of institutions or social customs have you learned?

4. Compare the following two poems from these points of view: (a) clearness; (b) feeling; (c) melody.

A. OH! HAD WE SOME BRIGHT LITTLE ISLE OF OUR OWN

Oh! had we some bright little isle of our own,
In a blue summer ocean, far off and alone,
Where a leaf never dies in the still blooming bowers,
And the bee banquets on through a whole year of flowers;
Where simply to feel that we breathe, that we live,
Is worth the best joy that life elsewhere can give.

There, with souls ever ardent and pure as the clime,
We should love, as they lov'd in the first golden time;
The glow of the sunshine, the balm of the air,
Would steal to our hearts, and make all summer there.

—THOMAS MOORE

B. THE LAKE ISLE OF INNISFREE

I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean rows will I have there, a hive for the honey bee,
And live alone in the bee-land glade.
And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a glimmer, and noon a purple glow,
And evening full of the linnet's wings.

I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavement gray,
I hear it in the deep heart's core.

—WILLIAM BUTLER YEATS

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The Macmillan Company)

PART II

(Thirty to forty minutes)

The object of this section is, in part, to test your power of observing and of applying what you have observed to the solution of unexpected problems.

1. Adjustment is exactly what a man gains when he comes to himself. Some men gain it late, some early; some get it all at once, as if by one distinct act of deliberate accommodation; others get it by degrees and quite imperceptibly. No doubt to most men it comes by the slow process of experience—at each stage of life a little. A college man feels the first shock of it at graduation, when the

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

(a-2)

boy's life has been lived out and the man's life suddenly begins. He has measured himself with boys, he knows their code and feels the spur of their ideals of achievement. But what the world expects of him he has yet to find out, and it works—when he has discovered it—a veritable revolution in his ways both of thought and action. He finds a new sort of fitness demanded of him, executive, thorough-going, careful of details, full of drudgery and obedience to orders. Everybody is ahead of him. Just now he was a senior, at the top of a world he knew and reigned in, a finished product and pattern of good form. Of a sudden he is a novice again, as green as in his first school year, studying a thing that seems to have no rules—at sea amid cross-winds, and a bit sea-sick withal. Presently, if he be made of stuff that will shake into shape and fitness, he settles to his tasks and is comfortable. He has come to himself: understands what capacity is, and what it is meant for; sees that his training was not for ornament, or personal gratification, but to teach him how to use himself and develop faculties worth using. Henceforth there is a zest in action, and he loves to see his strokes tell.—WOODROW WILSON, *When a Man Comes to Himself*.

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- a) Explain in your own words what Woodrow Wilson means by *adjustment*.
- b) What are the processes by which *adjustment* may be brought about?
- c) What is the purpose of *adjustment*?

2.

Oh, Friend! I know not which way I must look
For comfort, being, as I am, opprest
To think that now our life is only drest
For show; mean handywork of craftsman, cook,
Or groom! We must run glittering like a brook
In the open sunshine, or we are unblest;
The wealthiest man among us is the best:
No grandeur now in nature or in book
Delights us. Rapine, avarice, expense—
This is idolatry, and these we adore;
Plain living and high thinking are no more;
The homely beauty of the good old cause
Is gone; our peace, our fearful innocence,
And pure religion breathing household laws.

—WILLIAM WORDSWORTH

- a) What is the central thought of this poem?
- b) State in your own words the specific criticisms of the life of his day which Wordsworth makes in this sonnet.

(a-3)

(THIS EXAMINATION IS CONTINUED ON PAGE 4)

PART III

(Fifty to sixty minutes)

Write in several paragraphs a composition of about three hundred and fifty words upon *one* of the following subjects. Choose such aspects of the subject as you can well discuss according to an orderly, consecutive plan. Prefix an appropriate title.

1. The art of reading
2. On being up-to-date
3. What shall be done with Sunday?
4. The consolation of poetry
5. Party platforms
6. Why study mathematics?
7. In a workshop
8. Roads and billboards
9. Friends in books
10. Woman and jury service
11. Our little theater
12. Early morning on the farm
13. The city awakes
14. On reading Shakespeare
15. A musical dream

FRENCH

June 1928

Monday, June 18

2 p.m. Three hours

FRENCH CP.2. TWO-YEAR FRENCH

PAGES 2, 3, AND 4

For candidates wishing credit for two years of French.

Candidates wishing to offer Two-Year French (French Cp.2) and Third Year or Intermediate French (French B) will be expected to offer them not separately but together as Three-Year French (French Cp.3).

FRENCH B. THIRD YEAR OR INTERMEDIATE FRENCH

PAGES 5, 6, AND 7

For candidates who have credit for two years of French and wish credit for Third Year or Intermediate French (French B).

FRENCH CP.3. THREE-YEAR FRENCH

PAGES 8, 9, AND 10

For candidates wishing credit for three years of French.

FRENCH CP.4. FOUR-YEAR FRENCH

PAGES 11, 12, AND 13

For candidates wishing credit for four years of French, including those who have credit for Two-Year French (French Cp.2) and Three-Year French (French Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

FRENCH CP.2—TWO-YEAR FRENCH

Monday, June 18

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

A. Traduisez en anglais:

1. Sylsed saisit la main d'un des vieux, l'ouvrit toute grande, y plaça la précieuse montre, et disparut.

Les deux vieux cherchèrent un instant autour d'eux, sans doute afin de découvrir leur fugitif bienfaiteur; puis ils s'en allèrent tous deux, bras dessus bras dessous, joyeux, alertes, se passant tour à tour la montre pour partager également leur commune joie.

"Pauvres et braves gens!" murmurait Sylsed à l'abri derrière sa porte protectrice; "comme ils sont heureux maintenant! ... comme ils le seront ce soir, et surtout demain matin, lorsqu'ils retrouveront à leur réveil ce souvenir tant désiré de leurs joies et de leurs douleurs, cette vieille montre qui sonnera la dernière heure de leur vie, comme elle en a sonné la première! ..."

Et Sylsed vint me retrouver au rendez-vous convenu.

—DESLYS

2. On me traitait à Rozvilienn, non pas en ouvrier, mais en ami. Au lieu de me faire coucher à la cuisine ou à l'écurie, comme cela arrivait souvent à d'autres, on me réservait la plus belle pièce de toute la maison. C'était une vaste chambre qui, du temps où Rozvilienn était château, avait sûrement servi de salle à manger. Elle communiquait avec la cuisine par une porte étroite, et avait sur la cour une haute et large fenêtre, qui s'ouvrait presque du plancher au plafond. Car cette chambre avait un parquet de chêne, un peu usé, il est vrai, mais qui, avec les restes d'anciennes peintures, encore visibles, ça et là, sur les murailles, donnait à tout l'appartement un certain air de noblesse. Le grand lit était commode et faisait face à la fenêtre.

—LE BRAZ

B. Traduisez en français:

One day Aesop (Ésope) met a traveler, seated at the edge of the road, who, after greeting him, said: "I beg your pardon, sir, what is the name of that city over there?" Aesop told him what it was called. Then the traveler said to him: "In how many hours shall I be able to arrive there?" Aesop simply answered: "Walk." "I know I must walk," replied the man, "but shall I be able to arrive

(4-2)

(FRENCH CP.2 IS CONTINUED ON PAGES 3 AND 4)

FRENCH CP.2—TWO-YEAR FRENCH (CONTINUED)

there before night?" "Well, walk," replied Aesop to him again. The man looked at him for a moment and thought to himself: "I am afraid he does not understand what I say. I hope I shall meet someone, for I should like to know." He got up and continued on his way. "Now I can tell you," cried Aesop. "You will arrive at the city in two hours." The traveler turned around very much surprised and asked him how he knew now that he would arrive in two hours. "Well," replied Aesop, "how could I know, if I had not seen how you walked?"

C. Répondez en français aux questions suivantes, par des phrases complètes et en écrivant les nombres en toutes lettres:

1. Quand êtes vous né (e)? (Donnez la date complète.) Quel âge avez-vous?
2. A quoi sert l'escalier dans une maison?
3. En quoi un oiseau diffère-t-il d'un quadrupède?
4. Qu'avez-vous fait hier soir après dîner?

D. Dans les phrases suivantes, remplacez les infinitifs entre parenthèses par la forme du verbe qui convient:

1. "Si, un jour, je (*être*) riche, je suis sûr que je ferai beaucoup de bien."—
"Si vous (*être*) riche, mon cher, vous feriez comme beaucoup d'autres, vous seriez égoïste."
2. Le brave homme est mort! Ne (*savoir*) pas qu'il est dangereux de sortir sans pardessus quand il (*faire*) froid, il (*sortir*) l'autre jour sans pardessus bien qu'il (*faire*) froid; il (*prendre*) un rhume, et le voilà mort!
3. Cette servante nous manquera maintenant qu'elle est partie. Depuis bien des années, elle nous (*servir*) fidèlement. Elle (*faire*) son travail sans bruit; elle (*blanchir*) même le linge. Quel trésor de servante c'était!

PART II

1. Dans les phrases suivantes remplacez les mots en italique par des pronoms ou par *en* ou *y*, et faites les changements nécessaires dans l'ordre des mots:

- a) Il demande *de l'argent à son ami*.
- b) Nous allons à *l'hôtel* avec *notre mère*.
- c) Elles accompagnent *votre ami à Paris*.
- d) Ne donnez pas *d'eau à la petite fille*.
- e) Dites *la vérité à votre père*.

FRENCH CP.2—TWO-YEAR FRENCH (CONTINUED)

2. Dans les phrases suivantes remplacez les tirets par la forme convenable des adjectifs donnés après chaque phrase:
- a) La maison—est très—. (blanc, bas)
 - b) Cette demoiselle—était très—. (français, généreux)
 - c) L'eau dans ces—bouteilles n'est pas toujours—. (gros, frais)
 - d) Il y avait de—fleurs parmi les feuilles—. (beau, sec)
 - e) Ma—robe n'est pas très—. (nouveau, épais)
3. Ecrivez les phrases suivantes au passé indéfini:
- a) La dame tombe dans la rue.
 - b) Voilà les livres que nous avons.
 - c) Il fait bien chaud.
 - d) Elles s'en vont de bonne heure.
 - e) Ils n'en reçoivent pas.
4. Dans les mots suivants, indiquez lesquelles des lettres en italique ne se prononcent pas, lesquelles se prononcent comme "c" dans *cette*, comme "c" dans *car*, et comme "z" dans *onzième*:
- | | | | | |
|--------|------|--------|----------|-------|
| baiser | banc | bassin | ceindre | conçu |
| dos | lac | mars | scélérat | |

FRENCH B—THIRD YEAR OR INTERMEDIATE

Monday, June 18

2 p.m. Three hours

For candidates who have credit for Two-Year French (French Cp.2) and wish credit for Third Year or Intermediate French (French B).

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

A. Traduisez en anglais:

1. Tout chancelait dans ma tête et dans mon cœur. Je sentais le sang battre à mes tempes. Une seule pensée résistait à mon désarroi: retrouver Abel; lui pourrait m'expliquer peut-être les bizarres propos des deux sœurs. ... Mais je n'osais rentrer dans le salon où je pensais que chacun verrait mon trouble. Je sortis. L'air glacé du jardin me calma; j'y restai quelque temps. Le soir tombait et le brouillard de mer cachait la ville; les arbres étaient sans feuilles, la terre et le ciel paraissaient immensément désolés. ... Des chants s'élevèrent; sans doute un chœur des enfants réunis autour de l'arbre de Noël. Je rentrai par le vestibule. Les portes du salon et de l'antichambre étaient ouvertes; j'aperçus, dans le salon maintenant désert, mal dissimulée derrière le piano, ma tante, qui parlait avec Juliette. Dans l'antichambre, autour de l'arbre en fête, les invités se pressaient. Les enfants avaient achevé leur cantique; il se fit un silence, et le pasteur Vautier, devant l'arbre, commença une manière de prédication. Il ne laissait échapper aucune occasion de ce qu'il appelait "semer le bon grain."

—GIDE

2. *Victoria*: Je ne m'attendais pas à cette solitude. ... Au soleil on ne s'en rend pas compte. ... Quels êtres redoutables s'approchent peut-être de nous, dans ce noir qui couvre la campagne? ...

Pauline (riant): Des lièvres, des chevreuils¹, les bêtes de la forêt qui, dans ce noir, se sentent chez elles. ... (*Rejoignant Victoria près de la fenêtre et d'un ton plus sérieux.*) Je pense à des lièvres pour me rassurer, parce qu'au fond je ne suis guère plus brave que madame. ... La nuit, depuis qu'on est en guerre, je ne dors pas tranquille. ... Il y a tant de rôdeurs qui suivent les armées! ...

V: Oui, n'est-ce pas? ...

P: Il faut dire que le pays est joliment bien surveillé. ... Et puis entre la maison et la route il y a une rangée d'arbres. Les vagabonds n'aperçoivent pas d'habitation et vont plus loin.

V: Ne craignez-vous pas que cette lampe serve de cible aux aviateurs ennemis? ...

P: Pas de danger. ... Les Français ont l'intention de reprendre la Lorraine et ils évitent d'abîmer nos maisons. Les bombes sont réservées pour les gares et les dépôts de munitions.

—F. DE CUREL

¹ roe-deer.

FRENCH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

B. Traduisez en français:

Did you read the article about Monsieur Bonnerot in yesterday's paper? He was born in France almost eighty years ago. At the age of fifteen he was working in Paris, in 1871 (*écrivez en toutes lettres*) he had to leave France and he has been in the United States since August of the following year. Nobody had ever told me all that, neither he nor his friends. I knew of course that the family had frequently gone to Paris. Isn't it astonishing that one can make such a fortune! Sometimes these men don't know what to do with their dollars after they have earned them. But he and his wife had both been interested in books and painting before they came to America. They have had a handsome house built in which they have installed many objects of art. Don't you want me to go there with you? I know their son well. I think next Sunday would suit them. You don't think that day is possible for you? Never mind. We will go there later.

C. Ecrivez une composition d'environ cent cinquante mots sur *un* des sujets suivants:

1. Une journée d'une des personnes suivantes, racontée à la première personne: un médecin, un employé de banque, un voyageur de commerce, un fermier, un épicier, une mère de famille, une vendeuse de grand magasin, une actrice.
2. Vous êtes allé(e) à une soirée dansante ou au théâtre. Vous vous êtes ennuyé(e). Pourquoi? L'ennui venait-il de vous, ou des circonstances?

D. 1. Dans les phrases suivantes remplacez les tirets par la forme convenable des adjectifs donnés après chaque phrase:

- a) La maison—est très—. (blanc, bas)
- b) Cette demoiselle—était très—. (français, généreux)
- c) L'eau dans ces—bouteilles n'est pas toujours—. (gros, frais)
- d) Ma—robe n'est pas très—. (nouveau, épais)

2. Ecrivez les phrases suivantes au passé indéfini:

- a) La dame tombe dans la rue.
- b) Voilà les livres que nous avons.
- c) Elles s'en vont de bonne heure.
- d) Ils n'en reçoivent pas.

FRENCH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

E. Recopiez le morceau suivant (qui est une lettre de Mérimée à Madame Catherine Istria, fille de Colomba) en le mettant au style indirect et au passé. Commencez: *Dans sa lettre à Mme Istria, Mérimée dit qu'il regrettait . . .* et faites tous les changements nécessaires.

"Je regrette beaucoup de ne pas connaître les noms des examinateurs qui doivent se rendre en Corse. Je me suis adressé à plusieurs de mes amis pour savoir leurs noms. J'ai écrit à la seule personne que je connaisse à Aix pour lui donner le nom de votre fils, en le priant, s'il connaissait un des examinateurs de le lui recommander. ...

"Je ne pense pas qu'un Corse soit assez timide pour se troubler quand des professeurs l'interrogent; mais on m'a dit que les examens sont aujourd'hui (*alors*) plus sévères qu'ils n'étaient de mon temps. J'espère que votre fils s'en tirera heureusement.

"Je vous prie d'agréer, Madame, l'expression de mes respectueux hommages."

FRENCH CP.3—THREE-YEAR FRENCH

Monday, June 18

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Dans les phrases suivantes remplacez les mots en italique par des pronoms ou par *en* ou *y*, et faites les changements nécessaires dans l'ordre des mots:

a) Il demande *de l'argent à son ami*. *Il lui en demande*

b) Nous allons à *l'hôtel* avec *notre mère*. *Nous y allons avec elle*

c) Elles accompagnent *votre ami à Paris*. *Elles l'accompagnent*

d) Ne donnez pas *d'eau à la petite fille*. *Ne lui en donnez pas*

e) Dites *la vérité à votre père*. *Dites-lui la vérité*

2. Dans les phrases suivantes remplacez les tirets par la forme convenable des adjectifs donnés après chaque phrase:

a) La maison ^{blanc} ~~est~~ ^{blanc} très—. (blanc, bas)

b) Cette demoiselle ^{française} ~~était~~ ^{française} très—. (français, généreux)

c) L'eau dans ces ^{bouteilles} ~~bouteilles~~ n'est pas toujours—. (gros, frais)

d) Il y avait de ^{fleurs} ~~fleurs~~ parmi les feuilles—. (beau, sec)

e) Ma ^{robe} ~~robe~~ n'est pas très—. (nouveau, épais)

3. Ecrivez les phrases suivantes au passé indéfini:

a) La dame tombe dans la rue. *La dame est tombée*

b) Voilà les livres que nous avons. *Voilà les livres que nous avons eus*

c) Il fait bien chaud. *Il a fait bien chaud*

d) Elles s'en vont de bonne heure. *Elles s'en sont allées de bonne heure*

e) Ils n'en reçoivent pas. *Ils n'en ont pas reçus*

4. Dans les mots suivants, indiquez lesquelles des lettres en italique ne se prononcent pas, lesquelles se prononcent comme "c" dans *cette*, comme "ç" dans *car*, et comme "ç" dans *onzième*:

baïser
dos

banc
lac

bassin
mars

ceindre
scélérat

conçu

FRENCH CP.3—THREE-YEAR FRENCH (CONTINUED)

PART II

A. Traduisez en anglais:

1. Tout chancelait dans ma tête et dans mon cœur. Je sentais le sang battre à mes tempes. Une seule pensée résistait à mon désarroi: retrouver Abel; lui pourrait m'expliquer peut-être les bizarres propos des deux sœurs. ... Mais je n'osais rentrer dans le salon où je pensais que chacun verrait mon trouble. Je sortis. L'air glacé du jardin me calma; j'y restai quelque temps. Le soir tombait et le brouillard de mer cachait la ville; les arbres étaient sans feuilles, la terre et le ciel paraissaient immensément désolés. ... Des chants s'élevèrent; sans doute un chœur des enfants réunis autour de l'arbre de Noël. Je rentrai par le vestibule. Les portes du salon et de l'antichambre étaient ouvertes; j'aperçus, dans le salon maintenant désert, mal dissimulée derrière le piano, ma tante, qui parlait avec Juliette. Dans l'antichambre, autour de l'arbre en fête, les invités se pressaient. Les enfants avaient achevé leur cantique; il se fit un silence, et le pasteur Vautier, devant l'arbre, commença une manière de prédication. Il ne laissait échapper aucune occasion de ce qu'il appelait "semer le bon grain."

—GIDE

2. *Victoria*: Je ne m'attendais pas à cette solitude. ... Au soleil on ne s'en rend pas compte. ... Quels êtres redoutables s'approchent peut-être de nous, dans ce noir qui couvre la campagne? ...

Pauline (riant): Des lièvres, des chevreuils¹, les bêtes de la forêt qui, dans ce noir, se sentent chez elles. ... (*Rejoignant Victoria près de la fenêtre et d'un ton plus sérieux.*) Je pense à des lièvres pour me rassurer, parce qu'au fond je ne suis guère plus brave que madame. ... La nuit, depuis qu'on est en guerre, je ne dors pas tranquille. ... Il y a tant de rôdeurs qui suivent les armées! ...

V: Oui, n'est-ce pas? ...

P: Il faut dire que le pays est joliment bien surveillé. ... Et puis entre la maison et la route il y a une rangée d'arbres. Les vagabonds n'aperçoivent pas d'habitation et vont plus loin.

V: Ne craignez-vous pas que cette lampe serve de cible aux aviateurs ennemis? ...

P: Pas de danger. ... Les Français ont l'intention de reprendre la Lorraine et ils évitent d'abîmer nos maisons. Les bombes sont réservées pour les gares et les dépôts de munitions.

—F. DE CUREL

B. Traduisez en français:

Did you read the article about Monsieur Bonnerot in yesterday's paper? He was born in France almost eighty years ago. At the age of fifteen he was working in Paris, in 1871 (*écrivez en toutes lettres*) he had to leave France, and he has been

¹ roe-deer

FRENCH CP.3—THREE-YEAR FRENCH (CONTINUED)

in the United States since August of the following year. Nobody had ever told me all that, neither he nor his friends. I knew of course that the family had frequently gone to Paris. Isn't it astonishing that one can make such a fortune! Sometimes these men don't know what to do with their dollars after they have earned them. But he and his wife had both been interested in books and painting before they came to America. They have had a handsome house built in which they have installed many objects of art. Don't you want me to go there with you? I know their son well. I think next Sunday would suit them. You don't think that day is possible for you? Never mind. We will go there later.

C. Ecrivez une composition d'environ cent vingt-cinq mots sur *un* des sujets suivants:

1. *Une* journée d'*une* des personnes suivantes, racontée à la première personne: un médecin, un employé de banque, un voyageur de commerce, un fermier, un épicier, une mère de famille, une vendeuse de grand magasin, une actrice.
2. Vous êtes allé(e) à une soirée dansante ou au théâtre. Vous vous êtes ennuyé(e). Pourquoi? L'ennui venait-il de vous, ou du plaisir offert, ou des circonstances?

PART III

Recopiez le morceau suivant (qui est une lettre de Mérimée à Madame Catherine Istria, fille de Colomba) en le mettant au style indirect et au passé. Commencez: *Dans sa lettre à Mme Istria, Mérimée dit qu'il regrettait . . .* et faites tous les changements nécessaires.

"Je regrette beaucoup de ne pas connaître les noms des examinateurs qui doivent se rendre en Corse. Je me suis adressé à plusieurs de mes amis pour savoir leurs noms. J'ai écrit à la seule personne que je connaisse à Aix pour lui donner le nom de votre fils, en le priant, s'il connaissait un des examinateurs de le lui recommander. ...

"Je ne pense pas qu'un Corse soit assez timide pour se troubler quand des professeurs l'interrogent; mais on m'a dit que les examens sont aujourd'hui (*alors*) plus sévères qu'ils n'étaient de mon temps. J'espère que votre fils s'en tirera heureusement.

"Je vous prie d'agréer, Madame, l'expression de mes respectueux hommages."

FRENCH CP.4—FOUR-YEAR FRENCH

Monday, June 18

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Recopiez le morceau suivant (qui est une lettre de Mérimée à Madame Catherine Istria, fille de Colomba) en le mettant au style indirect et au passé. Commencez: *Dans sa lettre à Mme Istria, Mérimée dit qu'il regrettait . . .* et faites tous les changements nécessaires.

"Je regrette beaucoup de ne pas connaître les noms des examinateurs qui doivent se rendre en Corse. Je me suis adressé à plusieurs de mes amis pour savoir leurs noms. J'ai écrit à la seule personne que je connaisse à Aix pour lui donner le nom de votre fils, en le priant, s'il connaissait un des examinateurs de le lui recommander. ...

"Je ne pense pas qu'un Corse soit assez timide pour se troubler quand des professeurs l'interrogent; mais on m'a dit que les examens sont aujourd'hui (*alors*) plus sévères qu'ils n'étaient de mon temps. J'espère que votre fils s'en tirera heureusement.

"Je vous prie d'agréer, Madame, l'expression de mes respectueux hommages."

PART II

A. Traduisez en anglais:

1. Je me trouvais dans cette chambre sombre, garnie d'un banc pratiqué dans le mur, qui sert de vestibule à toutes les maisons arabes. Par un escalier en échelle je gagnai la terrasse¹. Le Khalife attendait.

Au milieu de la terrasse, une large ouverture carrée, qu'entourait une balustrade, laissait plonger le regard dans l'ombre de la pièce qui se trouvait sous nos pieds. L'œil habitué à ces demi-ténèbres voyait peu à peu apparaître une vision de conte de fée. Entre les poutres fichées² en terre circulaient silencieusement des voiles, des diadèmes d'or, toute une parure d'Orient qui recevait de cette obscurité lumineuse un resplendissement mystérieux. Les visages étaient découverts. Une des femmes à ma vue avait poussé un cri d'effroi et s'était comme envolée à travers les piliers; une autre, qui berçait un enfant, avait suspendu sa chanson; deux autres, accroupies sur le sol, se penchaient obstinément sur de petits fourneaux de terre, qui luisaient eux aussi dans l'ombre comme de surprenants bijoux. Parfois elles relevaient la tête, je voyais briller un regard, l'espace d'un éclair. C'était une cuisine.

—JÉRÔME ET JEAN THARAUD

¹ toit plat. ² plantées.

FRENCH CP.4—FOUR-YEAR FRENCH (CONTINUED)

JOUVENCE¹

2. Juan Ponce de Léon, par le Diable tenté,
 Déjà très vieux et plein des antiques études,
 Voyant l'âge blanchir ses cheveux courts et rudes,
 Prit la mer pour chercher la Source de Santé.

Sur sa belle Armada, d'un vain songe hanté,
 Trois ans il explora les glauques² solitudes,
 Lorsque enfin, déchirant le brouillard des Bermudes,
 La Floride apparut sous un ciel enchanté.

Et le Conquistador, bénissant sa folie,
 Vint planter son pennon³ d'une main affaiblie
 Dans la terre éclatante où s'ouvrait son tombeau.

Vieillard, tu fus heureux, et ta fortune est telle
 Que la Mort, malgré toi, fit ton rêve plus beau;
 La Gloire t'a donné la Jeunesse immortelle.

—JOSÉ MARIA DE HEREDIA

¹ jeunesse. ² vert bleuâtre. ³ drapeau.

B. Traduisez en français:

I want you to read the newspapers next month when you are in Grenoble. I did that regularly when I was first in France and I doubt whether there is a better way of studying the mentality of a country. Then of course you will be interested in what is actually going on; publications of this kind will tell you what you want to know about business, literature, sports or what not. But (and this goes without saying) don't trust newspapers too completely. They all make mistakes. Before you read any books ask Professor B. to help you choose them. I found him charming. You will become acquainted with students from other European countries and will get the habit of exchanging ideas with them. And from time to time make some excursions. You will be in the midst of the French Alps and it would be ridiculous not to profit by the opportunity. Take long walks. Only take care not to fall into some crevasse. You have heard of La Grande Chartreuse; it is quite near; hire an automobile and spend at least a day there. If you will be back in Paris before the fifteenth I promise to wait for you here.

C. Ecrivez une composition d'environ deux cent cinquante mots sur *un* des sujets suivants:

1. La Révolution française: son début, son développement, comment elle a été accueillie par les nations européennes.
2. Théâtre et cinéma. Lequel préférez-vous et pourquoi?

(FRENCH CP.4 IS CONTINUED ON PAGE 13)

(4-12)

FRENCH CP.4—FOUR-YEAR FRENCH (CONTINUED)

3. Vous vous êtes perdu dans les bois. Décrivez le pays et les circonstances, vos efforts pour retrouver votre route, votre état moral et physique à l'approche de la nuit, votre joie en arrivant à une maison.

D. 1. Traduisez en français:

This girl's father wants to marry her to John, but she is thinking of Paul all day long. She writes to him every day to ask him if he misses her as much as she misses him. The other day she said to her father: "You know Paul, and therefore you know why I don't like John. I'll marry Paul or I'll never marry!" What do you think of that? I think she is lacking in respect for her father.

2. Choisissez, dans les groupes suivants, le mot qui convient et mettez-le à la place de la lettre entre parenthèses:
- a) apercevoir, voir, regarder, examiner, observer, suivre des yeux, remarquer.
 - b) campagne, pays, contrée, district, province.
 - c) jour, journée, matin, matinée, soir, soirée.
 - d) temps, fois, heure.
 - e) prétendre, feindre, faire semblant, sembler.
 - f) fortune, argent, monnaie.
 - g) parler, dire, prononcer, crier, causer.

Quand vous irez passer (c) à [or au] (b), amusez-vous à (a) les animaux. Ils sont aussi intéressants que les hommes. En les (a) de près, vous (a) qu'ils sont intelligents et surtout très sincères. Souvent les hommes (g) des paroles qui cachent leurs pensées, ou (g) pour ne rien (g), mais quand les animaux (g) c'est leur manière de (g) quelque vérité. Ils ne (e) pas d'aimer ceux qu'ils n'aiment pas; et ils ne passent pas leur (d) à (g) du mal les uns des autres ni à amasser (f). Ils n'ont pas besoin (f); l'herbe de (b) leur suffit.

FRENCH

September 1928

Monday, September 17

2 p.m. Three hours

FRENCH CP.2. TWO-YEAR FRENCH

PAGES 2, 3, AND 4

For candidates wishing credit for two years of French.

Candidates wishing to offer Two-Year French (French Cp.2) and Third Year or Intermediate French (French B) will be expected to offer them not separately but together as Three-Year French (French Cp.3).

FRENCH B. THIRD YEAR OR INTERMEDIATE FRENCH

PAGES 5, 6, AND 7

For candidates who have credit for two years of French and wish credit for Third Year or Intermediate French (French B).

FRENCH CP.3. THREE-YEAR FRENCH

PAGES 8, 9, AND 10

For candidates wishing credit for three years of French.

FRENCH CP.4. FOUR-YEAR FRENCH

PAGES 11, 12, AND 13

For candidates wishing credit for four years of French, including those who have credit for Two-Year French (French Cp.2) and Three-Year French (French Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

FRENCH CP.2—TWO-YEAR FRENCH

Monday, September 17

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

A. Traduisez en anglais:

1. "Eh bien! maman, où est ma femme?" demanda-t-il à la vieille marquise. Celle-ci lui montra un berceau dans un coin du salon. "Mon enfant!" Il dévora de baisers la petite Claire qui dormait. "Mais Angèle?" Sa mère ne lui répondit pas. "Mon Dieu!" s'écria-t-il avec angoisse. Madame de Pierrerie s'était levée et le regardait d'un œil sévère. "Adressez-vous à Dieu, en effet," lui dit-elle, "car lui seul peut nous rendre celle qu'il nous a ravie." "Quoi! Angèle?" "Apprenez, mon fils, par cette rude leçon, qu'il est d'autres devoirs pour un gentilhomme que de se sacrifier à son roi. Une femme, une mère, vous restaient, et votre folie n'a eu pitié ni de l'une ni de l'autre. En mourant Angèle vous a laissé cette enfant. Soyez pour elle plus clément que vous ne le fûtes pour nous!"

—FABRE

2. Il y avait à la maison un âne, le meilleur âne que j'aie jamais connu. Je ne sais s'il avait été malin dans sa jeunesse comme tous ses pareils; mais il était vieux: il n'avait plus de caprices. Il marchait d'un pas grave et mesuré; respecté pour son grand âge et ses bons services, il ne recevait jamais ni corrections, ni reproches, et tout en étant le plus irréprochable des ânes, il était le plus heureux et le plus estimé.

On nous mettait, Ursule et moi, sur son dos, et nous voyagions ainsi sans qu'il eût jamais la pensée de se débarrasser de nous. Au retour de la promenade, l'âne rentrait dans sa liberté habituelle.

Toujours errant dans le village ou sur l'herbe du jardin, il devenait son propre maître, ne commettant jamais de méfaits, et usant discrètement de toutes choses.

—GEORGE SAND

B. Traduisez en français:

Good morning, Robert, what have you been doing?—I had just finished a letter when you knocked at the door. How glad I am that you have come! Sit down and tell me how you are.—Well, after visiting all those places yesterday we were very tired, and then we went to the theater last night.—My sister was so tired that she has not got up yet. You know that we have been in Paris now for

(b-2)

(FRENCH CP.2 IS CONTINUED ON PAGES 3 AND 4)

FRENCH CP.2—TWO-YEAR FRENCH (CONTINUED)

four weeks; and all the things we have seen are very interesting, but we must visit other cities of France.—Yes, you are right. It would have been better to leave America on the twenty-eighth (*écrivez les nombres en toutes lettres*) of June, as you tried to do, wouldn't it?—Yes, of course.—What time is it now?—It is twenty minutes past nine.—Well, I must go out this morning. Do you remember that little store where we used to buy so many things when we were here last year? I want to go there now. I would like to have you go with me.—All right, I'll be glad to go. Come on.

C. Répondez en français aux questions suivantes, par des phrases complètes et en écrivant les nombres en toutes lettres:

1. A quelles dates tombent les fêtes suivantes chaque année: (a) le jour de naissance de Washington; (b) la fête nationale des Etats-Unis?
2. Si un homme a maintenant quarante-sept ans, en quelle année est-il né?
3. A quoi servent les automobiles?
4. Quand vous partez en voyage, que faites-vous entre le moment où vous sortez de votre maison et celui où vous montez dans le train?

D. Mettez le morceau suivant au style indirect, à la troisième personne et au passé. Commencez: *Le juge demanda au prisonnier comment il s'appelait...* et faites tous les changements nécessaires.

Le juge au prisonnier:

"Comment vous appelez-vous? d'où venez-vous? qu'avez-vous fait, et que ferez-vous en sortant d'ici?"

Le prisonnier répondit:

"Je m'appelle Jean Paul Alexandre Matou, dit La Paresse. J'ai volé un lapin à M. le maire. Je suis ici parce que le garde m'a pris sur le fait, et en quittant cette salle, je crois bien que j'irai passer quelque temps en prison."

PART II

1. Mettez les phrases suivantes au pluriel:

- a) C'est un animal courageux.
- b) Entendez-vous la voix de cette enfant?
- c) Il y a un oiseau dans le vieil arbre.
- d) Le ciel est bleu aujourd'hui.
- e) Regardez l'œil de ce cheval.

FRENCH CP.2—TWO-YEAR FRENCH (CONTINUED)

2. Ecrivez de petites phrases en employant les expressions suivantes et puis traduisez les phrases:

- a) Voilà une heure que
- b) ... pour qu'il
- c) S'il était ici je
- d) Nous serons ici quand
- e) ... il y a dix ans.

3. Traduisez en français:

- (a) I have neither books nor paper; have you any? (b) He will call the doctor as soon as he returns. (c) Pardon me, you are mistaken.

4. Dans les mots suivants groupez les lettres ou combinaisons de lettres en italique qui se prononcent de la même manière:

<i>Seine</i>	<i>citoyen</i>	<i>huit</i>	<i>femme</i>	<i>hâtent</i>
<i>vent</i>	<i>place</i>	<i>quand</i>	<i>viennent</i>	<i>vient</i>

FRENCH B—THIRD YEAR OR INTERMEDIATE

Monday, September 17

2 p.m. Three hours

For candidates who have credit for Two-Year French (French Cp.2) and wish credit for Third Year or Intermediate French (French B).

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

A. Traduisez en anglais:

1. Ce matin, à neuf heures, j'ai sonné à la porte de M. Laubépin, espérant vaguement que quelque hasard aurait hâté son retour; mais on ne l'attend que demain. La pensée m'est venue aussitôt de m'adresser à Mme Laubépin, et de lui faire part de la gêne excessive où me réduit l'absence de son mari. Pendant que j'hésitais entre la pudeur et le besoin, la vieille domestique, effrayée apparemment du regard affamé que je fixais sur elle, a tranché la question en refermant brusquement la porte. J'ai pris alors mon parti, et j'ai résolu de jeûner jusqu'à demain. Je me suis dit qu'après tout on ne meurt pas pour un jour d'abstinence: si j'étais coupable en cette circonstance d'un excès de fierté, j'en devais souffrir seul, et par conséquent cela ne regardait que moi.

Là-dessus je me suis dirigé vers la Sorbonne, où j'ai assisté successivement à plusieurs cours, en essayant de combler, à force de jouissances spirituelles, le vide qui se faisait sentir dans mon estomac; mais l'heure est venue où cette ressource m'a manqué, et d'ailleurs je commençais à la trouver insuffisante.

—FEUILLET

2. (*Madame de Thauzette entre vivement et, une fois dans la chambre, elle s'essuie les yeux. Elle a pleuré et ne veut plus pleurer.*)

Brissot: J'allais au-devant de vous, Madame, ne vous voyant pas venir.

Madame de Thauzette: Je ne suis pas en retard. Mais j'avais besoin de causer sérieusement avec mon fils, et de façon qu'il ne puisse y avoir dorénavant aucun malentendu entre nous. Je vous jure, Brissot, que j'ignorais ce qui s'est passé. Fernand a été très coupable; mais il était bien jeune: je l'ai trop aimé. Ce n'est pas une raison pour me le tuer. (*Les larmes la gagnent de nouveau.*) Vous me l'avez renvoyé meurtri, respirant à peine. Il aurait pu se défendre, il ne l'a pas fait.

Brissot: Il a eu tort: ce serait fini maintenant.

Madame de Thauzette: Il attend dans ma chambre le résultat de notre entrevue. Dès que je l'en aurai informé, il partira. Sa place n'est plus ici. ... Mais soyez tranquille, il fera ce que vous exigez. Il ne se dérobera pas à ses obligations.

—DUMAS FILS

(FRENCH B IS CONTINUED ON PAGES 6 AND 7)

(b-5)

FRENCH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

B. Traduisez en français:

You were asking me what Jean wrote about our program in Paris. He especially wants us to go to the most famous theater in Paris. It is called the Comédie Française, it was founded by Louis the Fourteenth in 1680 (*écrivez en toutes lettres*), and the classical plays of the seventeenth century have been given there since that date. (Jean writes a little like a professor; perhaps you remember him.) If we preferred something modern we could find it there also. It appears that, although many Paris theaters are closed in the months of July and August, this one is not. He and his sister went there often two summers ago, and they will certainly visit this theater again when they return next month. You pay about thirty francs for the best seats. There are also seats for which you need to stand in line;¹ these are extremely cheap. He tried that once and received his ticket only after waiting an hour and a half. You would never do that. Neither would I.

C. Écrivez une composition d'environ cent cinquante mots sur *un* des sujets suivants:

1. L'été passé à un camp ou dans votre famille. Lequel préférez-vous et pourquoi?
2. Le choix d'une profession. Donnez vos raisons: vos goûts, vos aptitudes, les circonstances où vous vous trouvez, l'exemple des personnes que vous connaissez.
3. Une promenade à pied ou en bateau. Départ, temps qu'il faisait, pays traversé, déjeuner, incidents divers, retour.

D. 1. Écrivez de petites phrases en employant les expressions suivantes et puis traduisez les phrases:

- a) Voilà une heure que
- b) ... pour qu'il
- c) S'il était ici
- d) ... il y a dix ans.

2. Traduisez en français.

- a) I have neither books nor paper; have you any? (b) He will call the doctor as soon as he returns.

¹ *faire la queue.*

FRENCH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

E. 1. Recopiez le morceau suivant en le mettant au style indirect et au passé.

Commencez: *Le soldat dit à son capitaine qu'il y avait longtemps* et faites tous les changements nécessaires.

—“Mon capitaine, dit le soldat, il y a longtemps que j'ai fait ce que vous m'avez donné à faire. J'ai balayé la cour, ciré vos bottes, brossé votre uniforme, et j'attends vos ordres.”

—“Si tu as fait tout cela, répondit le capitaine, tu peux sortir. Va d'abord te raser et changer de tenue.”

—“Merci, mon capitaine, j'irai voir mon père.”

FRENCH CP.3—THREE-YEAR FRENCH

Monday, September 17

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Mettez les phrases suivantes au pluriel:

- a) C'est un animal courageux. *C*
- b) Entendez-vous la voix de cette enfant?
- c) Il y a un oiseau dans le vieil arbre. *Il y a les oiseaux*
- d) Le ciel est bleu aujourd'hui. *Les cieux sont*
- e) Regardez l'œil de ce cheval. *Regardez les yeux*

2. Ecrivez de petites phrases en employant les expressions suivantes et puis traduisez les phrases:

- a) Voilà une heure que ... *... à*
- b) ... pour qu'il ...
- c) S'il était ici je ...
- d) Nous serons ici quand ...
- e) ... il y a dix ans.

3. Traduisez en français:

- (a) I have neither books nor paper; have you any? (b) He will call the doctor as soon as he returns. (c) Pardon me, you are mistaken.

4. Dans les mots suivants groupez les lettres ou combinaisons de lettres en italique qui se prononcent de la même manière:

<i>Seine</i>	<i>citoyen</i>	<i>huit</i>	<i>femme</i>	<i>hâtept</i>
<i>vent</i>	<i>place</i>	<i>quand</i>	<i>viennent</i>	<i>vient</i>

PART II

A. Traduisez en anglais:

1. Ce matin, à neuf heures, j'ai sonné à la porte de M. Laubépin, espérant vaguement que quelque hasard aurait hâté son retour; mais on ne l'attend que demain. La pensée m'est venue aussitôt de m'adresser à Mme Laubépin, et de lui faire part de la gêne excessive où me réduit l'absence de son mari. Pendant

(b-8)

(FRENCH CP.3 IS CONTINUED ON PAGES 9 AND 10)

FRENCH CP.3—THREE-YEAR FRENCH (CONTINUED)

que j'hésitais entre la pudeur et le besoin, la vieille domestique, effrayée apparemment du regard affamé que je fixais sur elle, a tranché la question en refermant brusquement la porte. J'ai pris alors mon parti, et j'ai résolu de jeûner jusqu'à demain. Je me suis dit qu'après tout on ne meurt pas pour un jour d'abstinence: si j'étais coupable en cette circonstance d'un excès de fierté, j'en devais souffrir seul, et par conséquent cela ne regardait que moi.

Là-dessus je me suis dirigé vers la Sorbonne, où j'ai assisté successivement à plusieurs cours, en essayant de combler, à force de jouissances spirituelles, le vide qui se faisait sentir dans mon estomac; mais l'heure est venue où cette ressource m'a manqué, et d'ailleurs je commençais à la trouver insuffisante.

—FEUILLET

2. (*Madame de Thauzette entre vivement et, une fois dans la chambre, elle s'essuie les yeux. Elle a pleuré et ne veut plus pleurer.*)

Brissot: J'allais au-devant de vous, Madame, ne vous voyant pas venir.

Madame de Thauzette: Je ne suis pas en retard. Mais j'avais besoin de causer sérieusement avec mon fils, et de façon qu'il ne puisse y avoir dorénavant aucun malentendu entre nous. Je vous jure, Brissot, que j'ignorais ce qui s'est passé. Fernand a été très coupable; mais il était bien jeune: je l'ai trop aimé. Ce n'est pas une raison pour me le tuer. (*Les larmes la gagnent de nouveau.*) Vous me l'avez renvoyé meurtri, respirant à peine. Il aurait pu se défendre, il ne l'a pas fait.

Brissot: Il a eu tort: ce serait fini maintenant.

Madame de Thauzette: Il attend dans ma chambre le résultat de notre entrevue. Dès que je l'en aurai informé, il partira. Sa place n'est plus ici. ... Mais soyez tranquille, il fera ce que vous exigez. Il ne se dérobera pas à ses obligations.

—DUMAS FILS

B. Traduisez en français:

You were asking me what Jean wrote about our program in Paris. He especially wants us to go to the most famous theater in Paris. It is called the Comédie Française, it was founded by Louis the Fourteenth in 1680 (*écrivez en toutes lettres*), and the classical plays of the seventeenth century have been given there since that date. (Jean writes a little like a professor; perhaps you remember him.) If we preferred something modern we could find it there also. It appears that although many Paris theaters are closed in the months of July and August, this one is not. He and his sister went there often two summers ago, and they will certainly visit this theater again when they return next month. You pay about thirty francs for the best seats. There are also seats for which you need to stand in line;¹ these are extremely cheap. He tried that once and received his ticket only after waiting an hour and a half. You would never do that. Neither would I.

¹ *faire la queue.*

FRENCH CP.3—THREE-YEAR FRENCH (CONTINUED)

C. Écrivez une composition d'environ cent cinquante mots sur *un* des sujets suivants:

1. L'été passé à un camp ou dans votre famille. Lequel préférez-vous et pourquoi?
2. Le choix d'une profession. Donnez vos raisons: vos goûts, vos aptitudes, les circonstances où vous vous trouvez, l'exemple des personnes que vous connaissez.
3. Une promenade à pied ou en bateau. Départ, temps qu'il faisait, pays traversé, déjeuner, incidents divers, retour.

PART III

1. Recopiez le morceau suivant en le mettant au style indirect et au passé. Commencez: *Le soldat dit à son capitaine qu'il y avait longtemps . . .* et faites tous les changements nécessaires.

—“Mon capitaine, dit le soldat, il y a longtemps que j'ai fait ce que vous m'avez donné à faire. J'ai balayé la cour, ciré vos bottes, brossé votre uniforme, et j'attends vos ordres.”

—“Si tu as fait tout cela, répondit le capitaine, tu peux sortir. Va d'abord te raser et changer de tenue.”

—“Merci, mon capitaine, j'irai voir mon père.”

Le soldat dit à son capitaine qu'il y avait longtemps
qu'il fit ce que le capitaine lui avait donné à faire.
Il avait balayé la cour, ciré les bottes, brossé son uniforme,
et il s'était attendu à ses ordres. Le capitaine répondit que
s'il avait fait tout cela, il put sortir, mais d'abord il
se raser et changer de tenue. Il sortit, et alla voir
à son capitaine dit qu'il irait voir son père.

FRENCH CP.4—FOUR-YEAR FRENCH

Monday, September 17

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Recopiez le morceau suivant en le mettant au style indirect et au passé. Commencez: *Le soldat dit à son capitaine qu'il y avait longtemps . . .* et faites tous les changements nécessaires.

—“Mon capitaine, dit le soldat, il y a longtemps que j'ai fait ce que vous m'avez donné à faire. J'ai balayé la cour, ciré vos bottes, brossé votre uniforme, et j'attends vos ordres.”

—“Si tu as fait tout cela, répondit le capitaine, tu peux sortir. Va d'abord te raser et changer de tenue.”

—“Merci, mon capitaine, j'irai voir mon père.”

PART II

A. Traduisez:

1. L'après-midi, on s'en allait avec l'âne du côté d'Hennequeville. Le sentier, d'abord, montait entre des terrains vallonnés comme la pelouse d'un parc, puis arrivait sur un plateau où alternaient des pâturages et des champs en labour. A la lisière du chemin, dans le fouillis des ronces,¹ des houx² se dressaient; ça et là, un grand arbre mort faisait sur l'air bleu des zigzags avec ses branches.

Presque toujours on se reposait dans un pré, ayant Deauville à gauche, Le Havre à droite et en face la pleine mer. Elle était brillante de soleil, lisse comme un miroir, tellement douce qu'on entendait à peine son murmure; des moineaux cachés pépiaient et la voûte immense du ciel recouvrait tout cela. Mme. Aubain, assise, travaillait à son ouvrage de couture; Virginie près d'elle tressait des joncs;³ Félicie cueillait de la lavande; Paul s'ennuyait et voulait partir.

—FLAUBERT

¹ brambles. ² holly. ³ rushes.

2.

LES ÉLÉPHANTS VOYAGENT

L'oreille en éventail, la trompe entre les dents,
Ils cheminent, l'œil clos. Leur ventre bat et fume,
Et leur sueur dans l'air embrasé monte en brume,
Et bourdonnent autour mille insectes ardents.

(FRENCH CP.4 IS CONTINUED ON PAGES 12 AND 13)

(b-11)

FRENCH CP.4—FOUR-YEAR FRENCH (CONTINUED)

Mais qu'importent la soif et la mouche vorace,
Et le soleil cuisant leur dos noir et plissé?
Ils rêvent, en marchant, du pays délaissé,
Des forêts de figuiers où s'abrita leur race.

Ils reverront le fleuve échappé des grands monts,
Où nage en mugissant l'hippopotame énorme,
Où blanchis par la lune et projetant leur forme,
Ils descendaient pour boire en écrasant les joncs.

Aussi, pleins de courage et de lenteur, ils passent
Comme une ligne noire au sable illimité;
Et le désert reprend son immobilité
Quand les lourds voyageurs à l'horizon s'effacent.

—LECONTE DE LISLE

B. Traduisez en français:

This summer on the coast of Normandy has been extremely pleasant. It has been cool. Very little rain, no fog. And how we have rested after working so hard in Paris! I do not think a man can stay at his desk as regularly as my husband has—I might say for years—without having to fear results. I think in a few months Jean would have become sick. And I needed a change almost as much as he. We went away at the right time. Especially when such an opportunity had presented itself we could not fail to profit by it. Imagine a charming villa, eight rooms, admirably furnished, two hundred metres from the sea. The children too have had such a good time. Before he left us a week ago, Jean swam, played tennis and other games with them, and had them take long walks. They were so hungry when they came in at night. We sent for the automobile but we didn't use it much. Neither Jean nor I like to drive¹ and you will remember that my eldest daughter, the one who used to drive for us, has just been married and is now living in the South. No doubt it did us good to walk.

C. Ecrivez une composition d'environ deux cent cinquante mots sur *un* des sujets suivants:

1. Vous étiez au cinéma. Quelqu'un a crié: "Au feu!" Décrivez la scène qui a suivi et ce qui a empêché une catastrophe.
2. Quelles sont les principales différences entre la vie dans une grande ville et la vie dans un village?
3. Vous êtes arrivé(e) à une gare où vous deviez changer de train. Vous aviez deux heures à attendre. Qu'avez-vous fait de ces deux heures?

¹ *conduire*.

FRENCH CP.4—FOUR-YEAR FRENCH (CONTINUED)

D. 1. Dans les phrases suivantes, remplacez les clauses en italique par des verbes à sujets personnels:

- a) *Étant très fatigué*, je me suis couché de bonne heure hier soir.
- b) *Ayant fini* son travail, il alla faire une promenade.
- c) *Après avoir mangé*, il lisait toujours son journal en fumant la pipe.
- d) *En voyant* son ami, il a couru au devant de lui.
- e) *Ayant terminé* son discours, l'orateur s'assit et regarda l'assemblée.
- f) *Ayant passé* sa jeunesse en France, il parle et il écrit le français avec facilité.
- g) *En travaillant* bien, on finit toujours par réussir.

2. a) Complétez le tableau suivant par des mots de la même famille que les mots donnés:

	Noms	Adjectifs	Adverbes	Verbes
1				grandir
2				forcer
3	la douceur			adoucir

b) Faites entrer les 4 mots du groupe 1, 2, ou 3, dans des phrases complètes qui prouveront que vous les comprenez.

GERMAN

June 1928

Thursday, June 21

2 p.m. Three hours

GERMAN CP.2. TWO-YEAR GERMAN

PAGES 2, 3, 4, AND 5

For candidates wishing credit for two years of German

Candidates wishing to offer Two-Year German (German Cp.2) and Third Year or Intermediate German (German B) will be expected to offer them not separately but together as Three-Year German (German Cp.3).

GERMAN B. THIRD YEAR OR INTERMEDIATE GERMAN

PAGES 6 AND 7

For candidates who have credit for two years of German and wish credit for Third Year or Intermediate German (German B).

GERMAN CP.3. THREE-YEAR GERMAN

PAGES 8, 9, 10, AND 11

For candidates wishing credit for three years of German.

GERMAN CP.4. FOUR-YEAR GERMAN

PAGES 12, 13, AND 14

For candidates wishing credit for four years of German, including those who have credit for Two-Year German (German Cp.2) and Three-Year German (German Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

GERMAN CP.2—TWO-YEAR GERMAN

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Translate into English:

Der Sonntag kam und mit ihm ein sonderbarer Vorfall. Der Major war nachmittags mit dem Grafen und mehreren Offizieren ausgeritten. Auf dem Heimweg überfiel sie ein Regen, der sie bis auf die Haut durchnäßte. Die Wohnung des Grafen lag dem Tore zunächst, er hat daher den Major, sich bei ihm umzukleiden; einen Hut des Freundes auf dem Kopf, in einen seiner Überzüge gehüllt, trat der Major aus dem Hause, um in seine eigene Wohnung zu eilen. Er mochte einige Straßen gegangen sein, und immer war es ihm, als schliche jemand allen seinen Tritten nach. Er blieb stehen, sah sich um, und dicht hinter ihm stand ein schlanker, großer Mann in einem abgetragenen Rock. „Dies an Sie, Herr!“ sagte er mit dumpfer Stimme und durchdringendem Blick, drückte dem Erstaunten ein kleines Billet in die Hand und sprang um die nächste Ecke. Der Major konnte nicht begreifen, woher ihm, in der völlig fremden Stadt, solche geheimnisvolle Botschaft kommen sollte.

2. a) Rewrite the following German passage changing every noun and pronoun into the plural. This will entail changes in the *verbs*, *possessives*, and *adjectives*. Read the reconstructed passage to assure yourself that it makes sense.

Sehen Sie den Mann, der unter jenem großen Baum steht? Er ärgert sich, weil sein alter Freund, auf den er lange gewartet hat, so spät gekommen ist. Jetzt sieht er einen kleinen Knaben, der eine Zeitung zu verkaufen hat; er zieht seinen neuen Geldbeutel aus der Tasche und bezahlt dem Verkäufer für das Blatt. Er hat einen dunklen Anzug an, und über seinem Arm trägt er einen langen Mantel.

b) Give the principal parts of all the strong verbs in the above passage.

c) What prepositions should be inserted in the following sentences? Number your answers.

1. Sie fragt ihn ——— seiner Adresse.
2. Darf ich ——— das Brot bitten.
3. Er kam eben ——— Hause an.

GERMAN CP.2—TWO-YEAR GERMAN (CONTINUED)

4. Das Buch ist mir ——— seinem Freunde geschenkt worden.
5. Wir freuen uns ——— seinen langen Brief.
6. Schreiben Sie bald ——— Ihren Onkel.
7. Was denken Sie ——— ihm?
8. Der Junge wohnt ——— seinen Eltern.

PART II

1. *Directions:* Do not translate. First read the whole passage attentively. Then answer the questions in English. Your answers should be brief but should show that you have understood the passage.

Rangsam, mit gesenktem Kopf ging der Kirchendiener aus der Kirche und verschloß die große Türe. Elsbeth schrie und rief, aber niemand hörte sie. Der Nachmittag verging, es wurde Abend und immer dunkler in der Kirche; müde und matt kauerte sich Elsbeth endlich in eine Bank nahe der Türe und nahm ihre Häschen (rabbits) aus dem Korb in ihren Schoß. Sie drückte die warmen, weichen Tierchen an sich und plauderte mit ihnen: „Ach, ihr habt heute keinen warmen Stall und ich kein Bett und nichts zu essen, und so allein sind wir und die Mutter wartet immer auf uns und weiß nicht, wo wir sind!“ Es war noch nicht ganz finster in der Kirche; an der Wand über dem Altar erkannte Elsbeth noch gut das große Bild des Herrn Jesus, der seine Hände so freundlich ausbreitete und sie ansah. Immer wieder mußte sie hinauffehen, und darüber wurde sie ganz getrost und stille, und noch ehe die Kirche ganz im Dunkeln lag, war unsere kleine Eingesperrte sanft eingeschlafen.

Inzwischen verbrachte Elsbeths Mutter Stunden der Angst und Sorgen. Schon längst hatte sie sich gewundert, daß ihr Kind länger ausblieb als sonst. Endlich ging sie an den Graben, an dem Elsbeth sonst ihre Häslein grasen ließ, aber nichts war von dem Kind zu sehen. So ging sie wieder heim, fragte die Hausbewohner, die sich freundlich erbieten, die Kleine zu suchen, die sie alle gern hatten. Inzwischen kam der Vater von seiner Arbeit nach Hause und hörte zu seinem größten Schrecken, daß sein Töchterchen vermißt wurde. Er eilte auf die Polizei, und als es endlich finster war, ohne daß jemand das Kind gefunden hatte, bat er, man möchte es ausschellen lassen. So ging denn ein Polizeidiener durch alle Straßen, schellte mit seiner großen Glocke, so daß die Leute auf der Straße stille standen und in den Häusern die Fenster aufmachten, um zu hören, wie er mit lauter Stimme rief:

„Seit heute nachmittag wird ein fünfjähriges Mädchen, Namens Elsbeth Herzog, vermißt. Das Kind hatte ein geblümtes Kleid an, mit grüner Schürze und trug einen Korb, in dem zwei weiße Hasen waren. Wer von dem Kinde etwas weiß, wird gebeten, es sogleich der Polizei oder den Eltern Herzog, Sonnenstraße Nr. 1, mitzuteilen.“

GERMAN CP.2—TWO-YEAR GERMAN (CONTINUED)

Answer in English:

1. Warum schrie und rief Elisabeth?
2. Wo saß das kleine Mädchen?
3. Was hatte es auf seinem Schoß?
4. Warum war das Kind müde und matt?
5. Warum war Elisabeth nicht mehr so traurig, ehe sie einschlief?
6. Was tat die Mutter, als das Kind so lange nicht nach Hause kam?
7. Was taten die anderen Hausbewohner?
8. Was tat der Vater, als er nach Hause kam?
9. Was tat der Polizeidiener?
10. Was für Kleider trug das Kind?
11. Was sollen die Leute tun, die etwas vom dem Kinde wissen?

2. a) Translate into German:

At three o'clock in the afternoon we reached the little village and soon found the house in which our good friend lived. He greeted us cordially. "I am very glad that you have come," he said; "and if you like it here I hope that you will stay all summer." We thanked him for his kind invitation and told him that we had come only for a short visit and that we must return by the end of the month at the latest. After supper we all went down to the shore (Strand, -es, m.). It was a beautiful evening. The sun had already set, and the sea was calm. We could see the lights in the houses on the other shore. As we walked back to the house my brother said to me: "If I had the time, I would stay here as long as possible."

b) Write in German not less than 100 words about the picture on page 5.

GERMAN CP.2—TWO-YEAR GERMAN (CONTINUED)

(SEE 2b ON PAGE 4)



DRAWN FOR THE COLLEGE ENTRANCE EXAMINATION BOARD
BY MARGARET G. KAIRER

GERMAN B—THIRD YEAR OR INTERMEDIATE

Thursday, June 21

2 p.m. Three hours

For candidates who have credit for Two-Year German (German Cp.2) and wish credit for Third Year or Intermediate German (German B).

Take care to number your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

1. Translate into English:

Als wir noch so auf dem breiten majestätischen Waldweg dahinzogen—es ging gegen Morgen und wurde heller—und ich wieder einmal abgestiegen war, fielen aus dem Walde einige Schüsse. Ich wollte mich eben hinwerfen, da wurde ich von rückwärts mit starken Fäusten vornübergestoßen, und russische Soldaten, ältere Männer mit härtigen Gesichtern redeten mit großen erstaunten Augen auf mich ein. Der Wagenzug hielt. Unsere Fahrer, polnische Bauern, standen zitternd neben ihren Pferden oder flohen in den Wald. Unsere Verwundeten schrien und riefen durcheinander. Unser Führer, ein Unteroffizier, lehnte verwundet an einem Pferd. Die uns gefangen genommen hatten, redeten noch immer auf uns ein. Sie staunten über uns und fragten und wußten offenbar nicht, was sie nun weiter mit uns machen sollten. Sie hatten wohl in irgend einem Dickicht gelegen, wahrscheinlich, weil sie sich zur Seite gedrückt hatten. Als an der Wegbiegung Reiter erschienen, drehten sie sich um und liefen wie die Hasen in den Wald. Die Reiter,—es war ein ganzes Regiment—trabten an uns vorbei, indem fast jeder die Augen nach uns wandte und sich offenbar Gedanken über uns machte. Aber wie es so ist, sie zogen vorüber. Sie sahen wohl, daß wir Deutsche waren; aber zugleich, daß wir ein Haufen elender Verwundeter waren, welche die matten Köpfe hoben und mit unglücklichen Augen auf sie sahen. Unser Führer lehnte noch immer an dem kleinen Pferd, auf dessen Kruppe er beide Arme gelegt hatte. Ich fühlte jetzt erst, daß auch ich verwundet war.

2. a) Translate freely into German. Do not leave any blank spaces. If you are at a loss for a word, express the idea by an equivalent phrase.

One day my friend telephoned to me and asked if I wanted to take a trip in his new car. He added that we should probably be gone about three or four days. "When do you intend to start?" I asked. "If it is possible I should like to start in an hour. Of course you understand that we are to take with us only the necessary things and no baggage, and it ought not to take you long to get ready." "Fine," I said, "I shall be glad to go with you." Inside of an hour we were on our way. In the next town we stopped and went into a store where we bought some provisions. Having put these into the car we resumed our journey and drove on until it began to get dark. Not far from a farmhouse we came to a field

(20-6)

(GERMAN B IS CONTINUED ON PAGE 7)

GERMAN B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

where we decided to spend the night. After we had eaten our supper and smoked for a while, we stretched out on our beds of fragrant hay (Heu, *es, n.*) and slept peacefully until the following morning.

- b) Schreiben Sie auf deutsch, in wenigstens 150 Worten, was Sie über Deutschland wissen. (1) Die Grenzen. (2) Die Gebirge. (3) Die Flüsse. (4) Die Städte.

GERMAN CP.3—THREE-YEAR GERMAN

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. *Directions:* Do not translate. First read the whole passage attentively. Then answer the questions in English. Your answers should be brief but should show that you have understood the passage.

Langsam, mit gesenktem Kopf ging der Kirchendiener aus der Kirche und verschloß die große Türe. Elsbeth schrie und rief, aber niemand hörte sie. Der Nachmittag verging, es wurde Abend und immer dunkler in der Kirche; müde und matt kauerte sich Elsbeth endlich in eine Bank nahe der Türe und nahm ihre Häschen (rabbits) aus dem Korb in ihren Schoß. Sie drückte die warmen, weichen Tierchen an sich und plauderte mit ihnen: „Ach, ihr habt heute keinen warmen Stall und ich kein Bett und nichts zu essen, und so allein sind wir und die Mutter wartet immer auf uns und weiß nicht, wo wir sind!“ Es war noch nicht ganz finster in der Kirche; an der Wand über dem Altar erkannte Elsbeth noch gut das große Bild des Herrn Jesus, der seine Hände so freundlich ausbreitete und sie ansah. Immer wieder mußte sie hinauffehen, und darüber wurde sie ganz getrost und stille, und noch ehe die Kirche ganz im Dunkeln lag, war unsere kleine Eingesperrte sanft eingeschlafen.

Inzwischen verbrachte Elsbeths Mutter Stunden der Angst und Sorgen. Schon längst hatte sie sich gewundert, daß ihr Kind länger ausblieb als sonst. Endlich ging sie an den Graben, an dem Elsbeth sonst ihre Häslein grasen ließ, aber nichts war von dem Kind zu sehen. So ging sie wieder heim, fragte die Hausbewohner, die sich freundlich erbieten, die Kleine zu suchen, die sie alle gern hatten. Inzwischen kam der Vater von seiner Arbeit nach Hause und hörte zu seinem größten Schrecken, daß sein Töchterchen vermißt wurde. Er eilte auf die Polizei, und als es endlich finster war, ohne daß jemand das Kind gefunden hatte, bat er, man möchte es ausschellen lassen. So ging denn ein Polizeidiener durch alle Straßen, schellte mit seiner großen Glocke, so daß die Leute auf der Straße stille standen und in den Häusern die Fenster aufmachten, um zu hören, wie er mit lauter Stimme rief:

„Seit heute nachmittag wird ein fünfjähriges Mädchen, Namens Elsbeth Herzog, vermißt. Das Kind hatte ein geblümtes Kleid an, mit grüner Schürze und trug einen Korb, in dem zwei weiße Hasen waren. Wer von dem Kinde etwas weiß, wird gebeten, es sogleich der Polizei oder den Eltern Herzog, Sonnenstraße Nr. 1, mitzuteilen.“

GERMAN CP.3—THREE-YEAR GERMAN (CONTINUED)

Answer in English:

1. Warum schrie und rief Elisabeth?
2. Wo saß das kleine Mädchen?
3. Was hatte es auf seinem Schoß?
4. Warum war das Kind müde und matt?
5. Warum war Elisabeth nicht mehr so traurig, ehe sie einschlief?
6. Was tat die Mutter, als das Kind so lange nicht nach Hause kam?
7. Was taten die anderen Hausbewohner?
8. Was tat der Vater, als er nach Hause kam?
9. Was tat der Polizeidiener?
10. Was für Kleider trug das Kind?
11. Was sollen die Leute tun, die etwas vom dem Kinde wissen?

2. a) Translate into German:

At three o'clock in the afternoon we reached the little village and soon found the house in which our good friend lived. He greeted us cordially. "I am very glad that you have come," he said; "and if you like it here I hope that you will stay all summer." We thanked him for his kind invitation and told him that we had come only for a short visit and that we must return by the end of the month at the latest. After supper we all went down to the shore (Strand, *es, m.*). It was a beautiful evening. The sun had already set, and the sea was calm. We could see the lights in the houses on the other shore. As we walked back to the house my brother said to me: "If I had the time, I would stay here as long as possible."

b) Write in German not less than 150 words about the picture on page 10.

GERMAN CP.3—THREE-YEAR GERMAN (CONTINUED)

(SEE 2b ON PAGE 9)



DRAWN FOR THE COLLEGE ENTRANCE EXAMINATION BOARD
BY MARGARET G. KAIRER

(20-10)

(GERMAN CP.3 IS CONTINUED ON PAGE 11)

GERMAN CP.3—THREE-YEAR GERMAN (CONTINUED)

PART II

1. Translate into English:

Als wir noch so auf dem breiten majestätischen Waldweg dahinzogen—es ging gegen Morgen und wurde heller—und ich wieder einmal abgestiegen war, fielen aus dem Walde einige Schüsse. Ich wollte mich eben hinwerfen, da wurde ich von rückwärts mit starken Fäusten vornübergestoßen, und russische Soldaten, ältere Männer mit bärtigen Gesichtern redeten mit großen erstaunten Augen auf mich ein. Der Wagenzug hielt. Unsere Fahrer, polnische Bauern, standen zitternd neben ihren Pferden oder flohen in den Wald. Unsere Verwundeten schrien und riefen durcheinander. Unser Führer, ein Unteroffizier, lehnte verwundet an einem Pferd. Die uns gefangen genommen hatten, redeten noch immer auf uns ein. Sie staunten über uns und fragten und wußten offenbar nicht, was sie nun weiter mit uns machen sollten. Sie hatten wohl in irgend einem Dickicht gelegen, wahrscheinlich, weil sie sich zur Seite gedrückt hatten. Als an der Wegbiegung Reiter erschienen, drehten sie sich um und liefen wie die Hasen in den Wald. Die Reiter,—es war ein ganzes Regiment—trabten an uns vorbei, indem fast jeder die Augen nach uns wandte und sich offenbar Gedanken über uns machte. Aber wie es so ist, sie zogen vorüber. Sie sahen wohl, daß wir Deutsche waren; aber zugleich, daß wir ein Haufen elender Verwundeter waren, welche die matten Köpfe hoben und mit unglücklichen Augen auf sie sahen. Unser Führer lehnte noch immer an dem kleinen Pferd, auf dessen Kruppe er beide Arme gelegt hatte. Ich fühlte jetzt erst, daß auch ich verwundet war.

2. a) Translate freely into German. Do not leave any blank spaces. If you are at a loss for a word, express the idea by an equivalent phrase.

One day my friend telephoned to me and asked if I wanted to take a trip in his new car. He added that we should probably be gone about three or four days. "When do you intend to start?" I asked. "If it is possible I should like to start in an hour. Of course you understand that we are to take with us only the necessary things and no baggage, and it ought not to take you long to get ready." "Fine," I said, "I shall be glad to go with you." Inside of an hour we were on our way. In the next town we stopped and went into a store where we bought some provisions. Having put these into the car we resumed our journey and drove on until it began to get dark. Not far from a farmhouse we came to a field where we decided to spend the night. After we had eaten our supper and smoked for a while, we stretched out on our beds of fragrant hay (Heu, =es, n.) and slept peacefully until the following morning.

- b) Schreiben Sie auf deutsch, in wenigstens 150 Worten, was Sie über Deutschland wissen. (1) Die Grenzen. (2) Die Gebirge. (3) Die Flüsse. (4) Die Städte.

GERMAN CP.4—FOUR-YEAR GERMAN

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Translate into English:

Als wir noch so auf dem breiten majestätischen Waldweg dahinzogen—es ging gegen Morgen und wurde heller—und ich wieder einmal abgestiegen war, fielen aus dem Walde einige Schüsse. Ich wollte mich eben hinwerfen, da wurde ich von rückwärts mit starren Fäusten vornübergestoßen, und russische Soldaten, ältere Männer mit härtigen Gesichtern redeten mit großen erstaunten Augen auf mich ein. Der Wagenzug hielt. Unsere Fahrer, polnische Bauern, standen zitternd neben ihren Pferden oder flohen in den Wald. Unsere Verwundeten schrien und riefen durcheinander. Unser Führer, ein Unteroffizier, lehnte verwundet an einem Pferd. Die uns gefangen genommen hatten, redeten noch immer auf uns ein. Sie staunten über uns und fragten und wußten offenbar nicht, was sie nun weiter mit uns machen sollten. Sie hatten wohl in irgend einem Dickicht gelegen, wahrscheinlich, weil sie sich zur Seite gedrückt hatten. Als an der Wegbiegung Reiter erschienen, drehten sie sich um und liefen wie die Hasen in den Wald. Die Reiter,—es war ein ganzes Regiment—trabten an uns vorbei, indem fast jeder die Augen nach uns wandte und sich offenbar Gedanken über uns machte. Aber wie es so ist, sie zogen vorüber. Sie sahen wohl, daß wir Deutsche waren; aber zugleich, daß wir ein Haufen elender Verwundeter waren, welche die matten Köpfe hoben und mit unglücklichen Augen auf sie sahen. Unser Führer lehnte noch immer an dem kleinen Pferd, auf dessen Kruppe er beide Arme gelegt hatte. Ich fühlte jetzt erst, daß auch ich verwundet war.

2. a) Translate freely into German. Do not leave any blank spaces. If you are at a loss for a word, express the idea by an equivalent phrase.

One day my friend telephoned to me and asked if I wanted to take a trip in his new car. He added that we should probably be gone about three or four days. "When do you intend to start?" I asked. "If it is possible I should like to start in an hour. Of course you understand that we are to take with us only the necessary things and no baggage, and it ought not to take you long to get ready." "Fine," I said, "I shall be glad to go with you." Inside of an hour we were on our way. In the next town we stopped and went into a store where we bought some provisions. Having put these into the car we resumed our journey and drove on until it began to get dark. Not far from a farmhouse we came to a field where we decided to spend the night. After we had eaten our supper and smoked for a while, we stretched out on our beds of fragrant hay (*Heu*, =es, n.) and slept peacefully until the following morning.

(20-12)

(GERMAN CP.4 IS CONTINUED ON PAGES 13 AND 14)

GERMAN CP.4—FOUR-YEAR GERMAN (CONTINUED)

b) Schreiben Sie auf deutsch, in wenigstens 150 Worten, was Sie über Deutschland wissen. (1) Die Grenzen. (2) Die Gebirge. (3) Die Flüsse. (4) Die Städte.

PART II

1. Translate into English:

Jena, den 29. Mai, 1799.

(An Wolfgang von Goethe)

Sie können nie untätig sein, und was Sie eine unproductive Stimmung nennen, würden sich die meisten andern als eine vollkommen ausgefüllte Zeit rechnen. Möchte nur irgend ein subalternen Genius, einer von denen die gerade auf Universitäten wohnen und walten, die letzte Hand an Ihre wissenschaftlichen Ideen tun, um sie zu sammeln, leidlich zu redigieren und so für die Welt zu erhalten. Denn Sie selbst werden dieses Geschäft leider immer in die Ferne schieben, weil Ihnen, dünkt mir, das eigentlich didaktische gar nicht in der Natur ist. Sie sind eigentlich recht dazu geeignet, um von andern bei Lebzeiten beerbt und ausgeplündert zu werden, wie Ihnen schon mehrmal widerfahren ist und noch mehr widerfahren würde, wenn die Leute nur ihren Vorteil besser verständen.

Hätten wir uns ein halb Duzend Jahre früher gefannt, so würde ich Zeit gehabt haben, mich Ihrer wissenschaftlichen Untersuchungen zu bemächtigen; ich würde Ihre Neigung vielleicht unterhalten haben, diesen wichtigen Gegenständen die letzte Gestalt zu geben, und in diesem Falle würde ich ein redlicher Verwalter des Ihrigen gewesen sein.

Ich bin in diesen letzten Tagen nicht ohne Erfolg mit meinem Stück beschäftigt gewesen, und ich habe noch bei keiner Arbeit so viel gelernt als bei dieser. Es ist ein Ganzes, das ich leichter übersehe und auch leichter regiere; auch ist es eine dankbarere und erfreulichere Aufgabe, einen einfachen Stoff reich und gehaltvoll zu machen, als einen zu reichen und zu breiten Gegenstand einzuschränken.

—FRIEDRICH VON SCHILLER

2. a) Sagen Sie im Anschluß an diesen Brief, was Sie über die Freundschaft von Goethe und Schiller wissen.

b) Welcher von diesen drei Autoren, Lessing, Goethe, oder Schiller, gefällt Ihnen am besten? Warum?

Nennen Sie je zwei Dramen von Lessing, Goethe und Schiller. Wählen Sie ein Werk von einem dieser Dichter, welches Sie während der letzten zwei Jahre gelesen haben und fassen Sie kurz den Inhalt desselben zusammen oder beschreiben Sie den Charakter der wichtigsten Person dieses Dramas.

GERMAN CP.4—FOUR-YEAR GERMAN (CONTINUED)

3. *Directions:* Do not translate. Read the whole passage attentively. Answer the questions in English. Your answers should be brief but should show that you have understood the passage.

Der Stoff zu Blumbergers Roman, „Altkreuznach,“ ist dem Stadtleben Kreuznachs im Beginn des 16. Jahrhunderts entnommen. Die Naturpracht des weinreichen Tales bildet mit dem Leben und Treiben einer selbstbewußten, fleißigen, nichtsdestoweniger von den Vorurteilen des Zeitalters befangenen Bürgerschaft den Rahmen für die Entwicklung des jungen Peter, der sich durch eigene Kraft und schwere Kämpfe zu Wohlstand und zum Besitze der reichen und schönen Tochter des Bürgermeisters emporringt. Wenngleich die Handlung des Romans an einer auffälligen Reihe von glücklichen Zufällen leidet, die dem Rechte gegen Niedertracht und Tücke zum Siege verhelfen, so weiß der Verfasser doch den Leser für seinen Stoff durch das echt altertümliche Kolorit zu fesseln. Der städtische Gewerbefleiß, die Rechtsanschauungen, Handel und Wandel, die schlimmen und die guten Meinungen des Zeitalters, Frömmigkeit, Hexen- und Teufelsglaube—wobei in wirksamer Weise der Stadtmagister Dr. Faustus eingeführt wird—all das wird mit der romanhaften Handlung zu einem abgerundeten Ganzen verwoben. Freilich hat das Buch auch seine Schwächen, anfangs bleibt Peter, die Hauptperson, allzusehr im Hintergrund, und dem Schicksale seines Vaters, das doch nur Mittel zum Zweck ist, wird zu viel Raum gegeben.

Answer in English:

1. Nennen Sie die guten und die schlechten Eigenschaften der Bürger von Kreuznach.
2. Was wissen Sie über die Herkunft und das Leben des Helden des Romans?
3. Woher stammt die Frau Peters?
4. Beschreiben Sie die Gegend, wo Peter aufwuchs.
5. Was hat der Kritiker an der Handlung des Romans zu tadeln?
6. Warum lobt er den Roman?
7. Übersetzen Sie die gesperrt gedruckten Worte und Ausdrücke in das Englische.

GERMAN

September 1928

Wednesday, September 19

2 p.m. Three hours

GERMAN CP.2. TWO-YEAR GERMAN

PAGES 2, 3, 4, AND 5

For candidates wishing credit for two years of German.

Candidates wishing to offer Two-Year German (German Cp.2) and Third Year or Intermediate German (German B) will be expected to offer them not separately but together as Three-Year German (German Cp.3).

GERMAN B. THIRD YEAR OR INTERMEDIATE GERMAN

PAGE 6

For candidates who have credit for two years of German and wish credit for Third Year or Intermediate German (German B.)

GERMAN CP.3. THREE-YEAR GERMAN

PAGES 7, 8, 9, AND 10

For candidates wishing credit for three years of German.

GERMAN CP.4. FOUR-YEAR GERMAN

PAGES 11, 12, AND 13

For candidates wishing credit for four years of German, including those who have credit for Two-Year German (German Cp.2) and Three-Year German (German Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

GERMAN CP.2—TWO-YEAR GERMAN

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Translate into English:

Endlich erreichten wir das Meer; aber wer beschreibt unser Entsetzen! Kein Schiff war weit und breit zu sehen. Hier war ich einen Augenblick von böser Furcht erfaßt, nur meine Freundin zeigte mir einen wunderbaren Mut. „Warte auf mich hier,“ flüsterte ich ihr zu, „und laß mich suchen, Antonio muß in der Nähe sein.“ Über eine halbe Stunde irrte ich verzweiflungsvoll am Ufer umher, doch nichts als einzelne über dem Wasser fliegende große Vögel zeigten sich meinen suchenden Blicken. Als ich zurückkam war meine Freundin verschwunden. Aus Angst vor einer grünlich braunen Schlange, die sich aus dem hohen Grafe hervorringelte, war sie so schnell als möglich entflohen, und eine zweite halbe Stunde verging, ehe wir uns wieder zusammenfanden. Trostlos schlugen wir den Rückweg nach dem Schlosse ein. Aber meine Wunde war von Neuem aufgebrochen, ich fühlte mich von Blut überströmt, und sank ohnmächtig in die Kniee. Als ich die Augen wieder aufschlug, fand ich das treue Mädchen beschäftigt meine Wunde zu verbinden.

2. a) Rewrite the following German passage, changing every noun and pronoun into the plural. This will entail changes in the *verbs, possessives, and adjectives*. Read the reconstructed passage to assure yourself that it makes sense.

Die junge Frau stand unter der Tür des alten Hauses und sah nach dem großen Fenster hinüber, durch welches man ein kleines Licht sehen konnte. Die Hände hatte sie unter ihre Schürze versteckt, als ob sie gerade aus ihrer Küche gekommen wäre. In dem Fenster des gegenüberliegenden Hauses erschien plötzlich ein kleines Mädchen. Kurz darauf hörte man eine scharfe Stimme; das Mädchen verschwand vom Fenster und das vor dem Hause stehende Weib war auch nicht mehr zu sehen.

- b) Give the principal parts and the third person singular present indicative active and the third person singular of the imperfect subjunctive active of the German verbs meaning: (1) *bring*, (2) *go away*, (3) *rise*, (4) *copy*, (5) *love*, (6) *forget*, (7) *cry*, (8) *read*, (9) *must*.
- c) Begin with “Ein Mann ging,” and add information on the following points: (1) *when*, (2) *how*, (3) *where*, (4) *with whom*, (5) *why*.

(GERMAN CP.2 IS CONTINUED ON PAGES 3, 4, AND 5)

(3-2)

GERMAN CP.2—TWO-YEAR GERMAN (CONTINUED)

PART II

1. *Directions:* Do not translate. Read the whole passage attentively. Then answer the questions in English. Your answers should be brief, but should show that you have understood the passage.

Es war spät am Nachmittag, als Anna am Hamburger Bahnhof ausstieg. Dort herrschte ein unheimliches Drängen und Treiben, wie wenn alle Hamburger mit dem eben eingelaufenen Zug die Stadt verlassen wollten. Mühsam wand sich das junge Mädchen durch die Menge und ging auf einen Dienstmann zu, der ihr das Gepäck tragen und den Weg zeigen sollte. Schweigend schritt der Mann voraus, und Anna folgte ihm in ernstesten Gedanken. Plötzlich blieb der Dienstmann stehen und reichte Anna das Handgepäck. „Sind wir schon da?“ fragte Anna. „Nein, das nicht,“ sagte er, „aber ich bin zu krank, um weiter zu gehen.“ Traurig ging Anna allein weiter und erreichte nach manchem Fragen endlich das Haus von Frau Brühls. Bald stand sie mit klopfendem Herzen vor der Treppentüre des ersten Stockes und klingelte. Sofort wurde ihr geöffnet. Das Dienstmädchen stand vor ihr, den Hut auf dem Kopf, eine Reisetasche in der Hand. „Sind Sie das Fräulein, das zu Frau Brühls kommen sollte?“ fragte Lisette, und als dies Anna bejahte, erzählte das Mädchen in sichtlichster Eile, daß Frau Brühls am Morgen ins Krankenhaus gebracht worden und nun vielleicht schon gestorben sei. „Drinne im Zimmer liegt ein Brief an Sie,“ fuhr Lisette fort: „aber nun muß ich eilen, so sehr ich kann, wenn ich mit dem Abendzug abreisen will.“ Mit raschem Gruß eilte das Mädchen die Treppe hinunter und ließ Anna stehen. Diese wußte gar nicht, wie ihr geschah. Sie ging hinein in das Zimmer; da sah alles so wohnlich und nett aus, und doch so verlassen und still! Auf dem Tisch lag der Brief; sie erbrach ihn und las mit Tränen die wenigen, herzlichen Worte. Aber was sollte sie nun tun? Sie nahm den Fahrplan aus der Tasche, um nachzusehen, ob ein Nachtzug sie heimbrächte. Es dämmerte schon, und lautlose Stille herrschte in der verlassen Wohnung.

Answer in English:

1. Wann kam Anna in Hamburg an?
2. Wie sah der Bahnhof aus?
3. Warum rief Anna einen Dienstmann?
4. Warum war es nicht leicht einen Dienstmann zu bekommen?
5. Warum ging der Dienstmann nicht den ganzen Weg mit?
6. Was tat Anna, als sie zu dem Hause von Frau Brühls kam?
7. Warum trug das Dienstmädchen einen Hut?
8. Was wissen Sie über Frau Brühls?
9. Warum war das Dienstmädchen in solcher Eile?
10. Warum war Anna traurig, als sie den Brief gelesen hatte?
11. Was tat sie, nachdem sie den Brief gelesen hatte?

GERMAN CP.2—TWO-YEAR GERMAN (CONTINUED)**2. a) Translate into German:**

My mother has just been reading my little brother a poem by Riley. I came into the room after she had begun to read, so I do not know what it was called. I do know that there is much in it that the little fellow ought not to hear just before he goes to bed. He has always been afraid to go into a dark room alone. Why mother did not think of this, I cannot understand; but whatever my brother wants he usually gets. He is the youngest in the family, and the younger they are the more they get. I remember now that I once learned this poem by heart. I think I shall give my brother Milne's "When We Were Very Young" for his next birthday. Perhaps he will like these poems better than those by Riley.

b) Write in German not less than 100 words about the picture on page 5.

GERMAN CP.2—TWO-YEAR GERMAN (CONTINUED)

(SEE 2b ON PAGE 4)



DRAWN FOR THE COLLEGE ENTRANCE EXAMINATION BOARD
BY MARGARET G. KAIRER.

GERMAN B—THIRD YEAR OR INTERMEDIATE

Wednesday, September 19

2 p.m. Three hours

For candidates who have credit for Two-Year German (German Cp.2) and wish credit for Third Year or Intermediate German (German B).

Take care to number your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

1. Translate into English:

Nicht weit von der Villa begegneten sie Jsa und Franz, die ihren täglichen Spaziergang machten und die sich jetzt nicht nehmen ließen, mit den beiden umzusehen und ihnen eine Tasse Tee auf der Veranda anzubieten. Am Teetisch wollte sich keine Stimmung einstellen. Jsa wußte nicht, was sie aus diesem Besuche machen sollte, sie musterte den Gast mit einem Gemisch von Neugier und Angst, wie man eine schöne gefährliche Schlange betrachtet. Jvo, der Maler, fing diesen Blick auf, welcher ihm schmeichelte und ihn zugleich belustigte. Seine Haltung war dabei eine höflich abwartende, indem er dem Hausherrn die Führung des Gesprächs überließ. Marianne war innerlich zu erregt, um viel zu der Unterhaltung beizutragen, außerdem dachte sie an den Knaben; was war nur dem zugestoßen? Durch die breite Glasscheibe der Veranda sah sie, wie er vorsichtig aus dem Gebüsch herausgeschlichen kam und das Haus in der Entfernung umstrich. Während Jvo sich mit ihrem Schwager in ein Gespräch über das spanische Drama einließ, schlüpfte sie hinaus, um nach dem Jungen zu sehen, dessen Benehmen ihr unheimlich war. Aber bei ihrem Anblick ergriff er augenblicklich die Flucht, und sie mußte lange rufen, bis der verschuchte Junge herbeikam.

„D sei doch vernünftig, Marco, ich habe dir etwas zu sagen,“ sagte sie. Sein Gesicht verzerrte sich aufs neue, er machte eine flehende Gebärde.

2. a) Translate freely into German. Do not leave any blank spaces. If you are at a loss for a word, express the idea by an equivalent phrase.

George the First, king of England, on a journey to Cologne stopped at a small village in Holland. While the men were changing the horses, he asked for two fresh eggs. They were brought to him and after having eaten them, the king asked how much he was to pay for them. The host demanded a very large sum of money. “How is that?” asked the astonished king. “Eggs must be very scarce in this place.” “Pardon me,” said the host, “there are eggs enough, but kings are scarce.” The king was pleased with the clever answer and ordered the eggs to be paid for. If the people had not known that this man was a king, the eggs would not have cost so much. He ought not to have told who he was, because the host, whose eggs were so dear, was a very poor man and wanted all the money he could get.

b) Schreiben Sie auf deutsch wenigstens 150 Worte über die interessantesten Städte Deutschlands: Ihre Lage, Sehenswürdigkeiten, u. s. w.

GERMAN CP.3—THREE-YEAR GERMAN

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. *Directions:* Do not translate. Read the whole passage attentively. Then answer the questions in English. Your answers should be brief, but should show that you have understood the passage.

Es war spät am Nachmittag, als Anna am Hamburger Bahnhof ausstieg. Dort herrschte ein unheimliches Drängen und Treiben, wie wenn alle Hamburger mit dem eben eingelaufenen Zug die Stadt verlassen wollten. Mühsam wand sich das junge Mädchen durch die Menge und ging auf einen Dienstmann zu, der ihr das Gepäck tragen und den Weg zeigen sollte. Schweigend schritt der Mann voraus, und Anna folgte ihm in ernstesten Gedanken. Plötzlich blieb der Dienstmann stehen und reichte Anna das Handgepäck. „Sind wir schon da?“ fragte Anna. „Nein, das nicht,“ sagte er, „aber ich bin zu krank, um weiter zu gehen.“ Traurig ging Anna allein weiter und erreichte nach manchem Fragen endlich das Haus von Frau Brühls. Bald stand sie mit klopfendem Herzen vor der Treppentüre des ersten Stockes und klingelte. Sofort wurde ihr geöffnet. Das Dienstmädchen stand vor ihr, den Hut auf dem Kopf, eine Reisetasche in der Hand. „Sind Sie das Fräulein, das zu Frau Brühls kommen sollte?“ fragte Lisette, und als dies Anna bejahte, erzählte das Mädchen in sichtlicher Eile, daß Frau Brühls am Morgen ins Krankenhaus gebracht worden und nun vielleicht schon gestorben sei. „Drinne im Zimmer liegt ein Brief an Sie,“ fuhr Lisette fort: „aber nun muß ich eilen, so sehr ich kann, wenn ich mit dem Abendzug abreisen will.“ Mit raschem Gruß eilte das Mädchen die Treppe hinunter und ließ Anna stehen. Diese mußte gar nicht, wie ihr geschah. Sie ging hinein in das Zimmer; da sah alles so wohlhlich und nett aus, und doch so verlassen und still! Auf dem Tisch lag der Brief; sie erbrach ihn und las mit Tränen die wenigen, herzlichen Worte. Aber was sollte sie nun tun? Sie nahm den Fahrplan aus der Tasche, um nachzusehen, ob ein Nachtzug sie heimbrächte. Es dämmerte schon, und lautlose Stille herrschte in der verlassenen Wohnung.

Answer in English:

1. Wann kam Anna in Hamburg an?
2. Wie sah der Bahnhof aus?
3. Warum rief Anna einen Dienstmann?
4. Warum war es nicht leicht einen Dienstmann zu bekommen?
5. Warum ging der Dienstmann nicht den ganzen Weg mit?
6. Was tat Anna, als sie zu dem Hause von Frau Brühls kam?

(GERMAN CP.3 IS CONTINUED ON PAGES 8, 9, AND 10)

(1-7)

GERMAN CP.3—THREE-YEAR GERMAN (CONTINUED)

7. Warum trug das Dienstmädchen einen Hut?
8. Was wissen Sie über Frau Brühls?
9. Warum war das Dienstmädchen in solcher Eile?
10. Warum war Anna traurig, als sie den Brief gelesen hatte?
11. Was tat sie, nachdem sie den Brief gelesen hatte?

2. a) Translate into German:

My mother has just been reading my little brother a poem by Riley. I came into the room after she had begun to read, so I do not know what it was called. I do know that there is much in it that the little fellow ought not to hear just before he goes to bed. He has always been afraid to go into a dark room alone. Why mother did not think of this, I cannot understand; but whatever my brother wants he usually gets. He is the youngest in the family, and the younger they are the more they get. I remember now that I once learned this poem by heart. I think I shall give my brother Milne's "When We Were Very Young" for his next birthday. Perhaps he will like these poems better than those by Riley.

- b) Write in German not less than 150 words about the picture on page 9.

GERMAN CP.3—THREE-YEAR GERMAN (CONTINUED)

(SEE 2b ON PAGE 8)



DRAWN FOR THE COLLEGE ENTRANCE EXAMINATION BOARD
BY MARGARET G. KAIRER.

(GERMAN CP.3 IS CONTINUED ON PAGE 10)

GERMAN CP.3—THREE-YEAR GERMAN (CONTINUED)

PART II

1. Translate into English:

Nicht weit von der Villa begegneten sie Iſa und Franz, die ihren täglichen Spaziergang machten und die ſichs jetzt nicht nehmen ließen, mit den beiden umzukehren und ihnen eine Tasse Tee auf der Veranda anzubieten. Am Teetiſch wollte ſich keine Stimmung einſtellen. Iſa wußte nicht, was ſie aus dieſem Beſuche machen ſollte, ſie muſterte den Gaſt mit einem Gemisch von Neugier und Angst, wie man eine ſchöne gefährliche Schlange betrachtet. Ivo, der Maler, ſing dieſen Blick auf, welcher ihm ſchmeichelte und ihn zugleich beluſtigte. Seine Haltung war dabei eine höflich abwartende, indem er dem Hauſherrn die Führung des Geſprächs überließ. Marianne war innerlich zu erregt, um viel zu der Unterhaltung beizutragen, außerdem dachte ſie an den Knaben; was war nur dem zugeſtoßen? Durch die breite Glasſcheibe der Veranda ſah ſie, wie er vorſichtig aus dem Gebüſch herausgeſchlichen kam und das Haus in der Entfernung umſtrich. Während Ivo ſich mit ihrem Schwager in ein Geſpräch über das ſpaniſche Drama einließ, ſchlüpfte ſie hinaus, um nach dem Jungen zu ſehen, deſſen Benehmen ihr unheimlich war. Aber bei ihrem Anblick ergriff er augenblicklich die Flucht, und ſie mußte lange rufen, biß der verſcheuchte Junge herbeikam.

„O ſei doch vernünftig, Marco, ich habe dir etwas zu ſagen,“ ſagte ſie. Sein Geſicht verzerrte ſich aufs neue, er machte eine ſlehende Gebärde.

2. a) Translate freely into German. Do not leave any blank spaces. If you are at a loss for a word, express the idea by an equivalent phrase.

George the First, king of England, on a journey to Cologne stopped at a small village in Holland. While the men were changing the horses, he asked for two fresh eggs. They were brought to him and after having eaten them, the king asked how much he was to pay for them. The host demanded a very large sum of money. "How is that?" asked the astonished king. "Eggs must be very scarce in this place." "Pardon me," said the host, "there are eggs enough, but kings are scarce." The king was pleased with the clever answer and ordered the eggs to be paid for. If the people had not known that this man was a king, the eggs would not have cost so much. He ought not to have told who he was, because the host, whose eggs were so dear, was a very poor man and wanted all the money he could get.

b) Schreiben Sie auf deutsch wenigstens 150 Worte über die intereſſanteſten Städte Deutſchlands: Ihre Lage, Sehenswürdigkeiten, u. ſ. w.

GERMAN CP.4—FOUR-YEAR GERMAN

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Translate into English:

Nicht weit von der Villa begegneten sie Isa und Franz, die ihren täglichen Spaziergang machten und die sich jetzt nicht nehmen ließen, mit den beiden umzukehren und ihnen eine Tasse Tee auf der Veranda anzubieten. Am Teetisch wollte sich keine Stimmung einstellen. Isa wußte nicht, was sie aus diesem Besuche machen sollte, sie musterte den Gast mit einem Gemisch von Neugier und Angst, wie man eine schöne gefährliche Schlange betrachtet. Ivo, der Maler, fing diesen Blick auf, welcher ihm schmeichelte und ihn zugleich belustigte. Seine Haltung war dabei eine höflich abwartende, indem er dem Hausherrn die Führung des Gesprächs überließ. Marianne war innerlich zu erregt, um viel zu der Unterhaltung beizutragen, außerdem dachte sie an den Knaben; was war nur dem zugestoßen? Durch die breite Glascheibe der Veranda sah sie, wie er vorsichtig aus dem Gebüsch herausgeschlichen kam und das Haus in der Entfernung umstrich. Während Ivo sich mit ihrem Schwager in ein Gespräch über das spanische Drama einließ, schlüpfte sie hinaus, um nach dem Jungen zu sehen, dessen Benehmen ihr unheimlich war. Aber bei ihrem Anblick ergriff er augenblicklich die Flucht, und sie mußte lange rufen, bis der verschuchte Junge herbeikam.

„O sei doch vernünftig, Marco, ich habe dir etwas zu sagen,“ sagte sie. Sein Gesicht verzerrte sich aufs neue, er machte eine flehende Gebärde.

2. a) Translate freely into German. Do not leave any blank spaces. If you are at a loss for a word, express the idea by an equivalent phrase.

George the First, king of England, on a journey to Cologne stopped at a small village in Holland. While the men were changing the horses, he asked for two fresh eggs. They were brought to him and after having eaten them, the king asked how much he was to pay for them. The host demanded a very large sum of money. “How is that?” asked the astonished king. “Eggs must be very scarce in this place.” “Pardon me,” said the host, “there are eggs enough, but kings are scarce.” The king was pleased with the clever answer and ordered the eggs to be paid for. If the people had not known that this man was a king, the eggs would not have cost so much. He ought not to have told who he was, because the host, whose eggs were so dear, was a very poor man and wanted all the money he could get.

b) Schreiben Sie auf deutsch wenigstens 150 Worte über die interessantesten Städte Deutschlands: Ihre Lage, Sehenswürdigkeiten, u. s. w.

(GERMAN CP.4 IS CONTINUED ON PAGES 12 AND 13)

(i-11)

GERMAN CP.4—FOUR-YEAR GERMAN (CONTINUED)

PART II

1. Translate into English:

Unter volkstümlicher Sitte verstehen wir den Brauch, der aus alter Zeit noch heute im Volke, namentlich in den unteren Schichten, bei dem einfachen Manne, fortlebt. Er hat sich von Geschlecht zu Geschlecht fortgepflanzt und ist mit dem innersten Wesen des Menschen so verbunden, daß er den größten Teil desselben ausmacht. Die Kenntnis der Sitte eines Volkes ist daher von größter Bedeutung, wenn man ein Volk kennen lernen will. Hierin zeigt sich das Volk, wie es ist, was es liebt und was es haßt, was es glaubt und was es denkt, was es an seine Heimat fettet und was es selbst die größten Mühsale des Lebens in froher Hoffnung ertragen läßt. Aus dem Studium volkstümlicher Sitte lernen wir, wie der schlichte Mann seine Tage verlebt, wie er seine Feste feiert, was ihm die Natur, die Pflanzen- und Tierwelt, seine Heimat heilig macht. Wir können diese Sitte der Gegenwart durch die Jahrhunderte zurück verfolgen; sie ist die klarste Spiegel unserer Volksseele; sie ist in ihrem Kerne immer die gleiche geblieben, wenn sie auch hier und da andere Formen angenommen hat. Ein großer Teil hat im Heidentum seine Wurzel; der Brauch ist heidnisch geblieben, wenn er auch christlichen Anstrich bekommen hat.

2. a) Welches von den deutschen Büchern, die Sie im letzten Jahr gelesen haben, hat Ihnen besonders gut gefallen und warum?

Besprechen Sie dieses Buch in wenigstens 250 Worten. Wie heißt der Verfasser? Geben Sie eine kurze Zusammenfassung des Inhalts. Beschreiben Sie den Höhepunkt der Handlung. Beschreiben Sie den Charakter, der Ihnen am besten gefällt.

b) Besprechen Sie Schillers Leben: Seine Jugend und Schuljahre, sein Leben in Jena, in Weimar, seine Freundschaft mit Goethe, seine bedeutendsten Schriften.

3. Directions: Do not translate. First read the whole passage attentively. Then answer the questions in English. Your answers should be brief, but should show that you have understood the passage.

Mit dem 15. Jahrhundert trat in den deutschen Städten im allgemeinen eine Zeit der Ruhe, des Glanzes, des Genusses ein, in der sich das bürgerliche Leben in voller Beschaulichkeit entfaltete. Verkehr und Reichtum flüchteten sich hinter die festen Mauern, denn die Städte blieben Inhaberinnen des Handels, der trotz der wilden Zeiten einen immer größeren Aufschwung nahm und durch die jährlich wiederkehrenden Messen belebt wurde. Zu seinem Schutze wurden bewaffnete Söldner gehalten, um Handelszüge zu decken und Friedensstörungen zu strafen; dazu waren die Bürger selbst in allen Ständen waffentüchtig und kampfbereit. Oft erwarben die Städte bis weit in die Ferne hinaus Burgen, um ihre Landstraßen zu schützen; ihr Gebiet umfaßten sie auch, wenn es sich

GERMAN CP.4—FOUR-YEAR GERMAN (CONTINUED)

dehnte, mit Wall und Graben, und die Zugänge sicherten sie durch Warten und Bergfriede (Türme). Die Stadt selbst umschlossen tiefe, oft doppelte Graben, hinter denen steinerne Mauern mit Zinnen und Türmen lagen, welche die frühere ärmlichere Palisadenbefestigung ersetzten. Im Innern war der Raum beschränkt, doch waren die freien Plätze mit öffentlichen Gebäuden, Kirchen und vor allem mit prächtigen Rathhäusern geziert. Diese, im gotischen Stil ausgeführt, bilden mit ihren Lauben, Galerien und Säulengängen noch heute die Zierde mancher alten Städte. Kirchen, Klöster und Kapellen gab es überall eine große Menge: theils waren sie von der Stadt selbst, theils von den in ihr lebenden geistlichen Genossenschaften errichtet, die durch fromme Stiftungen zu Reichtum gelangt waren.

Answer in English:

1. Warum hatten die Städte eine große Bedeutung im 15. Jahrhundert?
2. Beschreiben Sie das Leben in den Städten zu jener Zeit.
3. Auf welche Weise wurde der Handel gefördert und geschützt?
4. Wie waren die Städte im 15. Jahrhundert befestigt?
5. Wie waren die Städte früher befestigt gewesen?
6. Warum war der Raum im Innern der Stadt beschränkt?
7. Beschreiben Sie die Rathhäuser.
8. Von wem wurden Klöster und Kirchen gestiftet?
9. Übersetzen Sie die gesperrt gedruckten Worte und Ausdrücke in das Englische.

Comprehensive Examinations

GREEK

Saturday, June 23

2 p.m. Three hours

Candidates offering Two-Year Greek, Greek Cp.2 (Xenophon and Composition), will take Parts I and II.

Candidates offering Three-Year Greek, Greek Cp.3 (Xenophon, Composition, and Homer), will take Parts II and III.

Candidates offering Third Year Greek, Greek Cp.H (Homer), will take Part III.

PART I

a) Translate:

Supplies failing, Xenophon urges departure from Calpe, but the omens are unfavorable

Μετὰ δὲ ταῦτα ἀναστὰς εἶπε Ξενοφῶν· “ὦ ἄνδρες στρατιῶται, τὴν μὲν πορείαν, ὥς ἔοικε, περὶ ποιητέον, οὐ γὰρ ἔστι πλοῖα· ἀνάγκη δὲ πορεύεσθαι ἤδη, οὐ γὰρ ἔστι μένουσι τὰ ἐπιτήδεια. Ἡμεῖς μὲν οὖν,” ἔφη, “θυσόμεθα· ὑμᾶς δὲ δεῖ παρασκευάζεσθαι ὥς μαχουμένους, εἴ ποτε καὶ ἄλλοτε· οἱ γὰρ πολέμιοι ἀνατεθαρρήκασιν.”¹ Ἐκ τούτου ἐθύοντο οἱ στρατηγοί, μάντις δὲ παρὴν Ἀρηξίων Ἀρκάς· ὁ δὲ Σιλανὸς ὁ Ἀμβρακιώτης ἤδη ἀπεδεδράκει πλοῖον μισθωσάμενος ἐξ Ἡρακλείας. θυομένοις δὲ ἐπὶ τῇ ἀφόδῳ οὐκ ἐγίγνετο τὰ ἱερά.

—XENOPHON *Anabasis* vi. 4, 12, 13

¹ from ἀναθαρρέω, ‘regain courage.’

b) Answer the following questions:

1. Locate ἀναστὰς (line 1), μένουσι (l. 3), ἀπεδεδράκει (l. 6).

(To locate a verb form, state its mood, voice, and tense, and, if finite, person and number, and tell what it comes from.)

2. Decline in singular and plural: ἄνδρες (l. 1), ἡμεῖς (l. 3), μάντις (l. 5).
Give the Greek for (a) *this soldier*, (b) *this journey*, (c) *this boat*.
3. Explain the accent of ἔστι (l. 2).
4. Explain the case of ἐπιτήδεια (l. 3).

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

PART II

a) Translate the following passage:

*The Persian Pharnabazus persuades the Spartan admiral
Anaxibius to induce the Greeks to leave Asia*

Ἐκ τούτου δὲ Φαρνάβαζος, φοβούμενος τὸ στράτευμα, μὴ ἐπὶ τὴν αὐτοῦ
χώραν στρατεύηται, πέμψας πρὸς Ἀναξίβιον τὸν ναύαρχον (ὁ δ' ἔτυχεν ἐν
Βυζαντίῳ ὢν), ἐδέϊτο διαβιβάσαι τὸ στράτευμα ἐκ τῆς Ἀσίας, καὶ ὑπισχνεῖτο
πάντα ποιήσῃν αὐτῷ, ὅσα δέοι. καὶ Ἀναξίβιος μετεπέμψατο τοὺς στρατη-
γοὺς καὶ λοχαγοὺς τῶν στρατιωτῶν εἰς Βυζάντιον, καὶ ὑπισχνεῖτο, εἰ δια-
βαλεῖν, μισθοφορὰν¹ ἔσσεσθαι τοῖς στρατιώταις. οἱ μὲν δὴ ἄλλοι ἔφασαν βου-
λευσάμενοι ἀπαγγελεῖν· Ξενοφῶν δὲ εἶπεν αὐτῷ, ὅτι ἀπαλλάξοιτο² ἤδη
ἀπὸ τῆς στρατιᾶς, καὶ βούλοιτο ἀποπλεῖν. ὁ δὲ Ἀναξίβιος ἐκέλευσεν
αὐτόν, συνδιαβάντα, ἔπειτα οὕτως ἀπαλλάττεσθαι. ἔφη οὖν ταῦτα
ποιήσῃν.

5

10

Ἐκ τούτου διαβαίνουσι πάντες εἰς Βυζάντιον οἱ στρατιῶται. καὶ μισθὸν
μὲν οὐκ ἐδίδου ὁ Ἀναξίβιος, ἐκήρυξε δὲ λαβόντας τὰ ὄπλα καὶ τὰ σκεύη τοὺς
στρατιώτας ἐξίέναι, ὥς ἀποπέμψων τε ἅμα καὶ ἀριθμὸν ποιήσων. ἐνταῦθα
οἱ στρατιῶται ἤχθοντο, ὅτι οὐκ εἶχον ἀργύριον ἐπισιτίζεσθαι εἰς τὴν πορείαν,
καὶ ὀκνηρῶς³ συνεσκευάζοντο.

—XENOPHON *Anabasis* vii. 1, 2-4, 7

¹ = μισθόν. ² from ἀπαλλάττομαι, 'withdraw.' ³ reluctantly.

b) Answer the following questions:

1. Explain the case of αὐτῷ (l. 4), στρατιώταις (l. 6), αὐτῷ (l. 7).
2. Explain the mood of στρατεύηται (l. 2), διαβαλεῖν (l. 5), ἀπαλλάξοιτο (l. 7), ἀπαγγελεῖν (l. 7).
3. Give the principal parts of πέμψας (l. 2), ἀπαγγελεῖν (l. 7), ἐδίδου (l. 12).
4. Give a synopsis of ὑπισχνεῖτο (l. 3) and of διαβαλεῖν (l. 5), each in the person, number, voice and tense system in which it stands.
5. Inflect ποιήσῃν (l. 4) in the imperfect indicative active and aorist optative passive.

c) Translate into Greek:

1. We were afraid that you would not be able to give the army its pay if we sent you all the soldiers we had.
2. But if you promise to come to us, we will give you the rest.
3. If we had not ordered the soldiers to go at once, they would have remained in this city.

(32-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

PART III

a) Translate the following passage:

Preparations for the burial of Patroclus

Ὡς οἱ μὲν στενάχοντο κατὰ πτόλιν· αὐτὰρ Ἀχαιοὶ
ἐπειδὴ νῆας τε καὶ Ἑλλήσποντον ἵκοντο,
οἱ μὲν ἄρ' ἐσκίδναντο ἐὼν ἐπὶ νῆα ἕκαστος,
Μυρμιδόνας δ' οὐκ εἶα ἀποσκίδνασθαι Ἀχιλλεύς,
ἀλλ' ὃ γε οἷς ἐτάροισι φιλοπτολέμοισι μετηύδα·

5

“Μυρμιδόνες ταχύπωλοι,¹ ἐμοὶ ἐρίηρες ἐταῖροι,
μὴ δὴ πω ὑπ' ὄχεσφι λυώμεθα μώνυχας ἵππους,
ἀλλ' αὐτοῖς ἵπποισι καὶ ἄρμασιν ἄσσον ἰόντες
Πάτροκλον κλαίωμεν· ὃ γὰρ γέρας ἐστὶ θανόντων.
αὐτὰρ ἐπεὶ κ' ὄλοοιό τεταρπώμεσθα² γόοιο,
ἵππους λυσάμενοι δορπήσομεν³ ἐνθάδε πάντες.”

10

Ὡς ἔφαθ', οἱ δ' ὤμωξαν ἀολλέες,⁴ ἦρχε δ' Ἀχιλλεύς.
οἱ δὲ τρις περὶ νεκρὸν εὐτρίχας ἤλασαν ἵππους
μυρόμενοι.⁵ μετὰ δέ σφι θέτις γόου ἡμερον ὦρσε.
δεύοντο ψάμαθοι, δεύοντο δὲ τεύχεα φωτῶν
δάκρυσιν· τοῖον γὰρ πόθεον μήστωρα⁶ φόβοιο.
τοῖσι δὲ Πηλεΐδης ἀδινοῦ ἐξῆρχε γόοιο,
χείρας ἐπ' ἀνδροφόνους θέμενος στήθεσιν ἐταίρου·
“χαῖρέ μοι, ὦ Πάτροκλε, καὶ εἰν Αἰίδαο δόμοισιν·
πάντα γὰρ ἤδη τοι τελέω τὰ πάροιθεν ὑπέστην,
Ἑκτορα δεῦρ' ἐρύσας δώσειν κυσὶν ὦμά⁷ δάσασθαι,
δώδεκα δὲ προπάραιθε πυρῆς ἀποδειροτομήσειν⁸
Τρώων ἀγλαὰ τέκνα, σέθεν κταμένοιο χολωθείς.”

15

20

Ἡ ῥα καὶ Ἑκτορα δῖον αἰεκέα μῆδετο ἔργα,
πρηγέα πὰρ λεχέεσσι Μενoitιάδαο τανύσσας
ἐν κονίῃς. οἱ δ' ἔντε' ἀφωπλίζοντο ἕκαστος
χάλκεα μαρμαίροντα, λῖον δ' ὑψηχέας⁹ ἵππους,
κάδ δ' ἵζον παρὰ νηὶ ποδώκεος Αἰακίδαο
μυρίοι. αὐτὰρ ὃ τοῖσι τάφον¹⁰ μενοεικέα δαίνυν.

25

—*Iliad* xxiii. 1–29

¹ possessing swift steeds.

² from *τέρπω*.

³ dine.

⁴ all together.

⁵ mourning.

⁶ instigator.

⁷ neuter, because *κρέα* is meant.

⁸ slay.

⁹ with high-arching necks.

¹⁰ funeral feast.

(THIS EXAMINATION IS CONTINUED ON PAGE 4)

b) Answer the following questions:

1. Give the Attic form of νῆας (l. 2), σέθεν (l. 23), κοίτης (l. 26), λίον (l. 27).
2. Account for the case of γόοιο (l. 10), γόου (l. 14), γόοιο (l. 17), στήθεσσιν (l. 18).
3. Account for the mood of τεταρπόμεσθα (l. 10), δάσασθαι (l. 21).
4. Explain the form of κάδ (l. 28).
5. Give the derivation of ἀνδροφόνους (l. 18) and ἀποδειροτομήσειν (l. 22).
Give English words connected with ποδώκεος (l. 28), τάφον (l. 29).
From what Greek words are the following derived: *stethoscope*, *cynic*?
6. Scan lines 13, 16, and 19, indicating quantities, division into feet, ictus and metrical pauses. Account for the quantity of -οι in μοι (l. 19) and τοι (l. 20).
7. Give an account of the death of Patroclus.

GREEK

Thursday, September 20

2 p.m. Three hours

Candidates offering Two-Year Greek, Greek Cp.2 (Xenophon and Composition), will take Parts I and II.

Candidates offering Three-Year Greek, Greek Cp.3 (Xenophon, Composition, and Homer), will take Parts II and III.

Candidates offering Third Year Greek, Greek Cp.H (Homer), will take Part III.

PART I

a) Translate the following passage:

Phoebidas, in command of a Spartan expedition against Olynthus in Thrace, had encamped outside of Thebes. Of the two Theban Polemarchs, Leontiades was favorable to Sparta

Ὁ μὲν οὖν Ἴσμηνίας διὰ τὸ μῖσος¹ τῶν Λακεδαιμονίων οὐδὲ ἐπλησίαζε Φοιβίδα. ὁ μὲντοι Λεοντιάδης ἄλλως τε ἐθεράπευεν² αὐτὸν καὶ ἔλεγε τάδε· “Ἐξεστί σοι, ὦ Φοιβίδα, τῇδε τῇ ἡμέρᾳ μέγιστα ἀγαθὰ τῇ σεαυτοῦ πατρίδι ὑπουργῆσαι³. ἐὰν γὰρ ἀκολουθήσης ἐμοὶ σὺν τοῖς ὀπλίταις, εἰσάξω σε ἐγὼ εἰς τὴν ἀκρόπολιν. τούτου δὲ γενομένου νόμιζε τὰς Θήβας παντάπασιν ὑπὸ Λακεδαιμονίους καὶ ἡμῖν τοῖς ὑμετέροις φίλοις ἔσεσθαι. καίτοι νῦν μὲν, ὥς ὀρᾷς, ἀποκεκήρυκται μηδὲνα μετὰ σοῦ στρατεῦν ἐπ’ Ὀλυνθίου· ἐὰν δέ γε σὺ ταῦτα μεθ’ ἡμῶν πράξης, εὐθύς σοι ἡμεῖς πολλοὺς μὲν ὀπλίτας, πολλοὺς δὲ ἱππέας συμπέψομεν· ὥστε πολλῇ δυνάμει βοηθήσεις τῷ ἀδελφῷ,⁴ καὶ ἐν ᾧ μέλλει ἐκεῖνος Ὀλυνθον καταστρέφεσθαι, σὺ κατεστραμμένος ἔσει Θήβας, πολὺν μείζω πόλιν Ὀλύνθου.” ἀκούσας δὲ ταῦτα ὁ Φοιβίδας ἀνεκουφίσθη.⁵ καὶ γὰρ ἦν τοῦ λαμπρόν τι ποιῆσαι πόλῳ μᾶλλον ἢ τοῦ ζῆν ἐραστής.⁶

—XENOPHON *Hellenica* v. 2, 25–28

¹ hatred. ² flattered. ³ = ὑπηρετῆσαι. ⁴ i.e., Eudamidas, in command of an advance force. ⁵ from ἀνεκουφίζω, ‘lighten,’ ‘relieve.’ ⁶ cf. ἐράω, ‘love.’

b) Answer the following questions:

1. Locate πράξης (line 8), κατεστραμμένος (l. 10).

(To locate a verb form, state its mood, voice, and tense, and, if finite, person and number, and tell what it comes from.)

2. Explain the case of Ὀλύνθου (l. 11).
3. Explain the mood of ἀκολουθήσης (l. 4).
4. Decline μῖσος (l. 1) throughout; ἐμοί (l. 4) in the plural; ταῦτα (l. 8) in the singular of all genders; δυνάμει (l. 9), throughout.
5. Compare ἀγαθὰ (l. 3), πολλοὺς (l. 8). What form is μείζω (l. 11)?

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

PART II

a) Translate the following passage:

During the night Leontiades led the Spartan troops into the Theban citadel (read also the heading of passage in Part I)

Καταστήσας δ' ἐκεῖ τὸν Φοιβίδαν καὶ τοὺς μετ' αὐτοῦ, καὶ εἰπὼν
μηδένα παριέναι εἰς τὴν ἀκρόπολιν ὄντινα μὴ αὐτὸς κελεύει, εὐθὺς ἐπορεύετο
πρὸς τὴν βουλήν. ἔλθων δὲ εἶπε τάδε· “Ὅτι μὲν, ὦ ἄνδρες, Λακεδαιμόνιοι
κατέχουσι τὴν ἀκρόπολιν, μηδὲν ἀθυμεῖτε· οὐδενὶ γάρ φασι πολέμιοι ἤκειν,
ὅστις μὴ πολέμου ἐρῷ.¹ ἐγὼ δὲ τοῦ νόμου κελεύοντος ἐξεῖναι πολεμάρχῳ 5
λαβεῖν, εἴ τις δοκεῖ ἄξια θανάτου ποιεῖν, λαμβάνω τουτονὶ Ἴσμηνίαν, ὡς
πολεμοποιοῦντα. καὶ ὑμεῖς δὲ οἱ λοχαγοὶ τε καὶ οἱ μετὰ τούτων τεταγμένοι,
ἀνίστασθε, καὶ λαβόντες ἀπαγάγετε τοῦτον ἔνθα εἴρηται.” οἱ μὲν δὴ εἰδότες
τὸ πρᾶγμα παρήσαν τε καὶ ἐπείθοντο καὶ συνελάμβανον. τῶν δὲ μὴ εἰδόντων,
ἐναντίων δὲ ὄντων τοῖς περὶ Λεοντιάδην, οἱ μὲν ἔφευγον εὐθὺς ἔξω τῆς πόλεως, 10
δείσαντες μὴ ἀποθάνοιεν· οἱ δὲ καὶ οἵκαδε πρῶτον ἀπεχώρησαν· ἐπεὶ δὲ
εἰργμένον² τὸν Ἴσμηνίαν ᾗσθοντο ἐν τῇ Καδμεΐᾳ, τότε δὴ ἀπεχώρησαν εἰς
τὰς Ἀθήνας οἱ ταῦτά γινώσκοντες Ἴσμηνίᾳ μάλιστα τριακόσιοι.

¹ loves. ² shut up.

—XENOPHON *Hellenica* v. 2, 29–31

b) Answer the following questions:

1. Explain the case of *μηδένα* (l. 2), *οὐδενὶ* (l. 4), *εἰδόντων* (l. 9), *Ἴσμηνίᾳ* (l. 13).
2. Explain the mood of *παριέναι* (l. 2), *κελεύει* (l. 2), *ἀποθάνοιεν* (l. 11).
3. Explain the use of the participles *καταστήσας* (l. 1), *εἰργμένον* (l. 12), *γινώσκοντες* (l. 13).
4. Give the principal parts of *καταστήσας* (l. 1), *ἐπορεύετο* (l. 2), *ἐλθὼν* (l. 3), *κατέχουσι* (l. 4).
5. Give a synopsis of *ἀποθάνοιεν* (l. 11) in the third person singular of the aorist.
6. Conjugate *ἐπορεύετο* (l. 2) in the voice, mood, and tense in which it stands; *ἔφευγον* (l. 10) in the aorist optative active; *ἀπεχώρησαν* (l. 11) in the future indicative active.

c) Translate into Greek:

1. On his arrival at the camp he spoke as follows:
2. We shall conquer the Lacedaemonians if we do not become discouraged.
3. He would have arrested Ismenias if he had been afraid of the Thebans.
4. He stopped to see the city before going to the acropolis.

(n-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

PART III

a) Translate the following passage:

*Odysseus has suggested a respite from battle.
Agamemnon agrees but Achilles objects*

Τὸν δ' αὖτε προσέειπεν ἄναξ ἀνδρῶν Ἀγαμέμνων·
 “χαίρω σεῦ, Λαερτιάδη, τὸν μῦθον ἀκούσας· 185
 ἐν μοίρῃ γὰρ πάντα δίκαιο καὶ κατέλεξας.
 ταῦτα δ' ἐγὼν ἐθέλω ὁμόσαι, κέλεται δέ με θυμός,
 οὐδ' ἐπιорκήσω¹ πρὸς δαίμονος. αὐτὰρ Ἀχιλλεὺς
 μιμνέτω αὐτόθι τῆος² ἐπειγόμενός περ Ἄρης·
 μίμνετε δ' ἄλλοι πάντες³ ἁολλές,³ ὅφρα κε δῶρα 190
 ἐκ κλισίης ἔλθῃσι καὶ ὄρκια πιστὰ τάμωμεν.
 σοὶ δ' αὐτῷ τόδ' ἐγὼν ἐπιτέλλομαι ἥδὲ κελεύω·
 κρινάμενος κούρητας⁴ ἀριστῆας Παναχαιῶν
 δῶρα ἐμῆς παρὰ νηὸς ἐνείκεμεν, ὅσος Ἀχιλλῆι
 χθισὸν ὑπέστημεν δώσειν, ἀγέμεν τε γυναῖκας. 195
 Ταλθύβιος δέ μοι ὦκα κατὰ στρατὸν εὐρὺν Ἀχαιῶν
 κάπρον⁵ ἐτοίμασάτω, ταμέειν Δίι τ' Ἡελίῳ τε.”
 Τὸν δ' ἀπαμειβόμενος προσέφη πόδας ὠκὺς Ἀχιλλεὺς·
 “Ἄτρεϊδῆ κῦδιστε, ἄναξ ἀνδρῶν Ἀγάμεμνον,
 ἄλλοτὲ περ καὶ μᾶλλον ὀφέλλετε ταῦτα πένεσθαι, 200
 ὁππότε τις μεταπαυσωλὴ πολέμοιο γένηται
 καὶ μένος οὐ τόσον ἦσιν ἐνὶ στήθεσσι ἐμοῖσι.
 νῦν δ' οἱ μὲν κέαται δεδαῖγμένοι, οὓς ἐδάμασσαν
 Ἔκτωρ Πριαμίδης, ὅτε οἱ Ζεὺς κῦδος ἔδωκεν,
 ὑμεῖς δ' ἐς βρωτῶν⁶ ὀτρύνετον· ἦ τ' ἂν ἔγωγε 205
 νῦν μὲν ἀνώγοιμι πτολεμίζειν νῆας Ἀχαιῶν
 νήστιας⁷ ἀκμήνους,⁸ ἅμα δ' ἠελίῳ καταδύντι
 τεύξεσθαι μέγα δόρπον, ἐπὴν τισαίμεθα λώβην.
 πρὶν δ' οὐ πῶς ἂν ἐμοίγε φίλον κατὰ λαιμὸν ἰείη
 οὐ πόσις οὐδὲ βρῶσις,⁹ ἑταῖρου τεθνηῶτος, 210
 ὅς μοι ἐνὶ κλισίῃ δεδαῖγμένος ὀξεί χαλκῷ
 κείται ἀνὰ¹⁰ πρόθυρον¹⁰ τετραμμένος,¹⁰ ἀμφὶ δ' ἑταῖροι
 μύρονται· τό μοι οὐ τι μετὰ φρεσὶ ταῦτα μέμνηεν,
 ἀλλὰ φόβος τε καὶ αἶμα καὶ ἀργαλέος στόνος¹¹ ἀνδρῶν.”

—*Iliad* xix. 184–214

¹ cf. ἐπιόρκος. ² for a while. ³ = σύμπαντες. ⁴ = κούρους. ⁵ wild boar. ⁶ cf. βιβρώσκω.
⁷ from νη- and ἔδω. ⁸ without tasting food or drink. ⁹ = βρωτῶς. ¹⁰ with his feet turned
 toward the door. ¹¹ cf. στένω.

δ) Answer the following questions:

1. Give the Attic equivalent of ἐλθῃσι (l. 191), ἀγέμεν (l. 195), στήθεσσιν (l. 202), κέεται (l. 203).
2. Locate ὁμόσαι (l. 187), τάμωμεν (l. 191), κρινάμενος (l. 193), καταδύντι (l. 207).
(To locate a verb form, state its tense, mood, and voice, and, if finite, person and number, and tell what it comes from.)
3. Account for the mood of ἐλθῃσι (l. 191), ἀγέμεν (l. 195), ταμέειν (l. 197).
4. Explain the derivation of ὑπέστημεν (l. 195), πρόθυρον (l. 212).
5. Scan lines 187, 188, 189, indicating quantities, division into feet, ictus, and metrical pauses. Is the chief metrical pause in l. 188 bucolic diaeresis? Account for the difference in the metrical treatment of the final vowels in ἐθέλω (l. 187) and μιμνέτω (l. 189).
6. How had Achilles learned of the death of Patroclus? How was the body of Patroclus rescued?

HISTORY A—ANCIENT HISTORY

Friday, June 22

9 a.m. Two hours

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Answer both questions)

1. Mention three Athenian statesmen who made important contributions to the development of Athenian democratic government, and describe briefly two important contributions made by each.
2. Mention a Roman statesman of the later Roman Republic who proposed important reforms regarding the distribution of the public lands; a Roman emperor noted for his journeys and his interest in the provincials; a late Roman emperor who greatly altered the provincial government of the early Empire. Write a brief account of the career of one of these men.

GROUP II

(Answer one question)

3. What are the three chief periods of Egyptian history before the Persian Conquest? Select two of these periods and discuss briefly two important contributions to civilization made in each period selected.
4. What are some of the chief sources of our knowledge of Babylonian civilization? Give examples of the sort of information we derive from these sources.
5. Give an account of the organization and administrative activities of the Persian Empire under Darius the Great.

GROUP III

(Answer one question)

6. Describe the Greek national games. What was their influence on Greek unity and Greek art?
7. If you stood on a hill viewing the Athenian Acropolis about 400 B.C., what buildings and works of sculpture would you have seen on the Acropolis? Describe one of these buildings.
8. Give an account of the rise of Macedonia under Philip II.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

GROUP IV

(Answer one question)

9. What issues were at stake in the struggle between the Patricians and Plebeians in the early Roman Republic? Describe three important reforms of different dates that resulted from this struggle.
10. In what respects were Marius, Sulla, and Pompey forerunners of the Roman emperors?
11. Discuss the relations between Christianity and the Roman government under Nero, Trajan, Diocletian, and Constantine.

GROUP V

(Required)

12. Write in a column in your answer book the letters *a* to *o* inclusive. Opposite each letter write the missing word in the corresponding sentence on the question paper:
 - a) The Babylonians foretold the future by ———.
 - b) Alexander the Great had difficulty in capturing the Phoenician city of ———.
 - c) Cyrus defeated and captured ———, the king of Lydia.
 - d) The Emperor Aurelian defeated Zenobia, queen of ———.
 - e) The Spartan Council of Elders was called the ———.
 - f) The Roman province of Dacia was annexed by the Emperor ———.
 - g) The sculptor ——— carved a famous statue of Hermes.
 - h) After the division of Alexander's empire, Egypt was ruled by the dynasty of the ———.
 - i) The biography of Agricola was written by the Roman historian ———.
 - j) ——— wrote the *Oedipus Rex*.
 - k) ——— was a Roman lyric poet.
 - l) The philosopher ——— was the tutor of Nero.
 - m) Epaminondas was killed at the battle of ———.
 - n) A great Egyptian religious reformer was King ———.
 - o) The last great victory of Julius Caesar was at ———.

GROUP VI

(Answer [a] and either [b] or [c])

13. a) Indicate on the map the route of Xerxes' expedition against Greece and the sites of the principal battles of this campaign. Indicate the provinces added to the Roman Empire by Pompey and by Julius Caesar.

(23-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

b) Locate and name on the map five of the following:

- The site of the Great Pyramid.
- The center of Aegean civilization in Crete.
- The site of the defeat of the Cimbri.
- A Phoenician city in Spain.
- A Greek colony in Sicily.
- The island center of a Greek confederacy.
- The site of Hannibal's greatest victory.

c) Locate and name on the map five of the following: Achaea; Mount Olympus; Zama; Pharsalus; Miletus; Sidon; Numidia.

HISTORY A—ANCIENT HISTORY

Tuesday, September 18

2 p.m. Two hours

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Answer both questions)

1. Write an account of the career of Pericles or Lysander.
2. Write an account of the career of Sulla or Constantine.

GROUP II

(Answer one question)

3. How did the Egyptians, the Hebrews, and the Persians differ in respect to their belief in monotheism?
4. Show in what way the Babylonians affected the civilization of the ancient world.
5. Describe the relations of the Hebrews with (a) the Egyptians, (b) the Assyrians, (c) the Chaldaeans.

GROUP III

(Answer one question)

6. Explain the various factors that helped to produce a feeling of unity among the Greeks.
7. In what respects was Sparta unlike the other Greek city-states?
8. Discuss Greek oratory and philosophy in the fourth century.

GROUP IV

(Answer one question)

9. Explain the functions in the Roman government of about 200 B.C. of the following: (a) consul, (b) praetor, (c) censor, and (d) comitia tributa.
10. What provinces were added to the Roman Empire after 31 B.C.? State under what emperor each was acquired.
11. Name the important writers of the Augustan age and give a brief account of the works of each.

GROUP V

12. Write brief notes on five of the following: Magna Graecia; ephors; Peace of Antalcidas; Mausoleum; Twelve Tables; Scipio Aemilianus; Column of Trajan; Ikhnaton; Ishtar.

GROUP VI

(Answer [a] and either [b] or [c])

13. a) Locate and name the following on the map, and write in your examination book the reasons for their importance: Milan, Pergamum, Laurium, Aquileia, Naucratis, Antioch.
- b) Locate and name on the map the important members of the Athenian Empire in 450 B.C.
- c) Encircle on the map the Roman Empire at its greatest extent.

HISTORY B—EUROPEAN HISTORY

Friday, June 22

9 a.m. Two hours

Candidates offering Medieval and Modern European history should omit all questions in Group III.

Candidates offering Modern European history should omit all questions in Group II.

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Required)

1. Explain the political aims of two of the following, and tell how far they were successful in achieving them: George III, Innocent III, Mazzini, Frederick Barbarossa, Catherine the Great, Lenin.

GROUP II

Only for candidates offering Medieval and Modern European history.

(Answer two questions)

2. Name at least three points of dispute between Church and State in the Middle Ages, and discuss fully one of the three.
3. Give an account of the development during the Middle Ages in two of the following fields: organization of trade, architecture, education.
4. Show the relation of three of the following to the Reformation: Erasmus, Catherine of Aragon, Leo X, Melancthon, John Knox, Loyola.
5. Compare the composition of the Estates General in France with that of the Parliament in England. Show how and why there was a difference in the development of their powers.

GROUP III

Only for candidates offering Modern European history.

(Answer two questions)

6. Describe the various ways in which France during the reign of Louis XIV dominated European politics and culture.
7. What is meant by the Near Eastern question? Explain briefly, with illustrations, the Near Eastern policy of the period from 1850 to 1914 of three of the following countries: Russia, England, Austria, Germany.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

8. Give an account of the "democratic" reforms which were made in Russia during the reigns of Alexander II and Nicholas II.
9. The year 1848 was a year of revolutions in Europe. What were the general, underlying causes of this movement? Trace the course of the revolution in *one* country.

GROUP IV

(Answer one question)

10. Sketch the story of the transformation of Japan from a feudal to a modern state. How did this transformation affect international relations?
11. What have been the chief reasons for colonial expansion and "imperialism" in the nineteenth and twentieth centuries? How is this illustrated in the case of Germany?
12. How did the French Revolution affect the relations of Church and State in France? What changes in the situation did Napoleon bring about? What further changes were made at the beginning of the present century?

GROUP V

(Required)

13. Comment briefly, giving the date or time as definitely as you can, on *five* of the following: Council of Constance, Truce of God, Teutonic Knights, "Communist Manifesto," "Wealth of Nations," Instrument of Government, Declaration of the Rights of Man, Edict of Nantes, Treaty of Utrecht, the Dreyfus affair, Kulturkampf, the Dawes Plan.

GROUP VI

(Required)

14. a) On map E, name and locate a foreign possession of *five* of the following: the Netherlands, Belgium, Portugal, Japan, Denmark, United States, Italy.
- b) On map B, locate by name and number *five* of the following places:
 1. Residence of the popes during the greater part of the fourteenth century.
 2. Where a great church council met in the sixteenth century.
 3. Where Napoleon was exiled in 1814.
 4. A nation whose independence was recognized in 1648.
 5. A naval battle in the Napoleonic wars.
 6. A naval battle in the World War.
 7. Where the treaty ending the Franco-Prussian War was signed.
 8. Where a European Congress was held in 1878.
 9. Headquarters of the League of Nations.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(e-1)

1928

HISTORY B—EUROPEAN HISTORY

Tuesday, September 18

2 p.m. Two hours

Candidates offering Medieval and Modern European history should omit all questions in Group III.

Candidates offering Modern European history should omit all questions in Group II.

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Required)

1. What statesman or leader was connected with each of *three* of the following: Young Italy, Boer War, Cluny Reforms, Reign of Terror, Third Crusade, Home Rule? Write a brief account of *two* of these movements.

GROUP II

(Answer two questions)

Only for candidates offering Medieval and Modern European history

2. Name two orders of mendicant friars, and give an account of the special work and contributions of each.
3. What were the reasons for the calling of the Council of Trent? Give an account of the work of the Council.
4. a) Name the various European territories over which Charles V ruled, and show how each came under his control. (b) Discuss briefly the relations of Charles V and Francis I.
5. How was an education obtained in the Middle Ages? Of what did it consist? What classes of people, in general, secured an education?

GROUP III

(Answer two questions)

Only for candidates offering Modern European history.

6. Explain fully the causes of the partitions of Poland.
7. Sketch the outstanding events in the relations of China with foreign powers from the Opium War to 1914.
8. Give an account of the part played by Napoleon III in the unification of Italy.
9. What were the reasons that impelled England to enter the World War on the side against Germany?

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

GROUP IV

(Answer one question)

10. Compare the powers of the king of England after the Glorious Revolution of 1688 with those of the king of France.
11. a) What is meant by "state socialism"? (b) Discuss the laws enacted in Germany in the time of Bismarck and in England in the decade before 1914 which illustrate "state socialism."
12. Give an account of the colonial expansion of Italy.

GROUP V

(Required)

13. a) Arrange in chronological order:

Treaty of Utrecht	Franco-Prussian War
First Moroccan crisis	Formation of Triple Alliance
Entente Cordiale	Death of Louis XIV
- b) Which type of government (absolute monarchy, republic, empire, limited monarchy, consulate) did France have at the dates listed below: 1780, 1810, 1840, 1850, 1880?

GROUP VI

(Required)

14. a) On map E, name and locate *five* regions now held as mandates, adding in each case the name of the present mandatory power.
- b) On map B, locate by name and number *five* of the following:
 1. Capital of Poland.
 2. City of the Hanseatic League.
 3. Capital founded by Peter the Great.
 4. Province seized by Frederick the Great at beginning of the War of Austrian Succession.
 5. City where European Congress met in 1815.
 6. Territory given by Piedmont-Sardinia to Napoleon III.
 7. An island in the Mediterranean gained by England in 1878.
 8. Capital of Rumania.
 9. Place where Mohammedans were defeated by Charles Martel.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(25-1)

1928

HISTORY C—ENGLISH HISTORY

Friday, June 22

9 a.m. Two hours

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Answer one question)

1. Select two of the following men and write an account of the movement which you associate with each of them, bringing out particularly his part in it: John Bright, Robert Clive, Francis Drake, Daniel O'Connell, John Wesley.

GROUP II

(Answer one question)

2. Explain the origin of trial by jury. What earlier forms of trial did it supersede?
3. Mention *three* instances of conflict between the Church and the State between 1066 and 1400, and describe any one of them.
4. Discuss the subjects of dispute between Charles I and Parliament.

GROUP III

(Answer one question)

5. Sketch the changes in the government of Canada from 1763 through 1867.
6. Give an account of the imperial policy of *either* Disraeli *or* Joseph Chamberlain.
7. How were England, Turkey, and Russia grouped in the Crimean War? in the World War? Give the reasons for the changed position.

GROUP IV

(Answer one question)

8. Give the terms of the Parliament Act of 1911. Give an account of the disputes which led to the passage of the act, and explain its importance.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

9. Give an account of the results (*a*) on the material (economic) side, and (*b*) on the human (social) side of the introduction of the factory system.
10. Show what *classes* of people were enfranchised by the Parliamentary Reform acts of 1832, 1867, 1884, and 1918. Give the main provisions of the act of 1918 and discuss its importance.

GROUP V

(Required)

11. Comment briefly, giving the date or time as definitely as you can, on *five* of the following: Constitutions of Clarendon, Council of Whitby, Domesday Book, Education Act of 1870, Instrument of Government, Lollards, Poyning's Act, "Wealth of Nations."

GROUP VI

(Required)

12. *a*) On map E, name and locate *five* strategic places on the Mediterranean route to India which are controlled by England.
- b*) On map C, locate by name and number *five* of the following:
 1. A modern county that was an Anglo-Saxon kingdom.
 2. The largest city in Ulster.
 3. The birthplace of Shakespeare.
 4. A victory won by Cromwell in Ireland.
 5. Landing-place of William the Conqueror.
 6. The "Pittsburgh of England."
 7. The port from which John Cabot sailed.
 8. Region made famous as the home of Wordsworth.
 9. Cathedral city in Southern England (other than Canterbury).

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(f-1)

1928

HISTORY C—ENGLISH HISTORY

Tuesday, September 18

2 p.m. Two hours

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Required)

1. Select two of the following men and write an account of the movement which you associate with each of them, bringing out particularly his part in it: Richard Cobden, Charles Stewart Parnell, Sir Walter Raleigh, Cardinal Wolsey, John Wyclif.

GROUP II

(Answer one question)

2. Name three English kings who were deposed or killed in contests for the throne between 1300 and 1500. State the issues involved in each case, and indicate the part played in each case by parliament.
3. Between 1603 and 1689, what powers of the English king were taken away or modified?
4. What changes in the church system were made (a) by Henry VIII, (b) by Edward VI? Describe the system finally set up by Elizabeth.

GROUP III

(Answer one question)

5. When and from whom did England acquire Cape Colony? Give an account of the events which led to war in South Africa in 1899. What settlement was made in 1909?
6. Sketch the relations between England and France from 1702 to 1783, bringing out particularly the colonial and maritime aspects of these relations.
7. Sketch the history of Ireland from 1912 to the establishment of the Irish Free State.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

GROUP IV

(Answer one question)

8. What were the causes of the discontent of the working class in England in the period immediately after 1815? Name and explain three acts passed by parliament in the next half-century which helped to remedy these conditions.
9. Give an account of the more important reform measures passed by Parliament during the first Gladstone ministry (1868-74).
10. Discuss (a) two acts passed by Parliament in the twentieth century which have made the British government more democratic, and (b) two acts which have tended to relieve poverty and misfortune.

GROUP V

(Required)

11. Comment briefly, giving the date or time as definitely as you can, on *five* of the following: Act of Settlement, Catholic Emancipation, Chartist, Congress of Berlin, Itinerant Justice, Jacobite, Provisions of Oxford, Salisbury Oath.

GROUP VI

(Required)

12. a) On map E, name and locate *five* of the following: Cyprus, Minorca, Port Said, Jamaica, Calcutta, Quebec, Ceylon.
- b) On map C, locate by name and number *five* of the following:
 1. Great ship-building center in Ireland.
 2. Chief industrial city in Scotland.
 3. County noted for its cotton mills.
 4. Hadrian's Wall.
 5. Destination of Chaucer's "Pilgrims."
 6. Site of a battle between the English and the Scots.
 7. Landing place of William III (1688).
 8. Site of a battle of the Wars of the Roses.
 9. Cathedral city in northern England.

HISTORY D—AMERICAN HISTORY (WITH OR WITHOUT CIVIL GOVERNMENT)

Friday, June 22

9 a.m. Two hours

Candidates offering American History *with* Civil Government should omit all questions in Group III.

Candidates offering American History *without* Civil Government should omit all questions in Group II.

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Required)

1. The following subjects have an important place in American History: Banking, States Rights, Tariff, Pan-Americanism. Select one man under A and one man under B, and discuss the position of each on two of these subjects.

A

Alexander Hamilton
Andrew Jackson

B

James G. Blaine
Woodrow Wilson

GROUP II

Only for candidates offering American History *with* Civil Government.

(Answer two questions)

2. Explain the attitude in the Philadelphia Convention of (a) Virginia on foreign commerce, (b) South Carolina on the importation of slaves, (c) New Jersey on representation in Congress.
3. In the United States who has the power to (a) make treaties, (b) declare war, (c) appoint federal judges, (d) borrow money on the credit of the United States? Describe the legal process by which a president may be removed from office.
4. Over what kinds of commerce has the federal government control? Describe the agencies which the federal government has set up to exercise this control.
5. How have the provisions of the original Constitution been changed by amendment in regard to (a) election of the president, (b) the right to vote, (c) direct taxation?

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

GROUP III

Only for candidates offering American History *without* Civil Government.

(Answer two questions)

6. Explain the attitude in the Philadelphia Convention of (a) Virginia on foreign commerce, (b) South Carolina on the importation of slaves, (c) New Jersey on representation in Congress.
7. What were the opportunities for school and college education in the American colonies just before the Revolution?
8. State the advantages held by each of the opponents at the outbreak of the French and Indian War in regard to (a) geographical position, (b) population, (c) Indian allies, (d) sea power.
9. Explain why a majority of the colonial leaders favored independence in July 1776, although a few months earlier they had opposed it.

GROUP IV

(Answer one question)

10. Compare migration to the West in the period following the War of 1812 with that of the period following the Civil War, in respect to (a) causes, (b) means of transportation.
11. Mention *three* occasions on which the United States has used the Monroe Doctrine to check foreign interference in America. Explain fully *one* occasion.
12. Describe the chief policies of *two* Secretaries of State since 1898.

GROUP V

(Required)

13. Selecting five of the following statements, tell whether they are true or false, and give facts in support of your conclusions:
 - a) President Taft's administration was noteworthy for its lack of progressive legislation.
 - b) Grover Cleveland's policy was one of tariff for revenue only.
 - c) Theodore Roosevelt was the enemy of "big business."
 - d) The Emancipation Proclamation freed all the slaves in the United States.
 - e) President Johnson chose to follow President Lincoln's plan of reconstruction.
 - f) Rutherford B. Hayes was the author of the Open Door policy.

GROUP VI

(Answer [a] and either [b] or [c])

14. a) Mark on map D the following transportation routes: (1) the Erie Canal, (2) the Cumberland Road, (3) the Union Pacific Railroad, (4) the Oregon Trail, (5) the "Soo" Canal, (6) the Santa Fé Trail.
- b) Mark on map D the main centers in which the following races were settling in the periods indicated:
- (1) Dutch, 1625-64
 - (2) Germans, 1830-70
 - (3) Scotch-Irish, 1700-1765
 - (4) Irish, 1830-70
 - (5) Scandinavians, 1870-90
- c) On map E name and locate the possessions acquired by the United States in the period from 1890 to 1917.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(g-1)

1928

HISTORY D—AMERICAN HISTORY (WITH OR WITHOUT CIVIL GOVERNMENT)

Tuesday, September 18

2 p.m. Two hours

Candidates offering American History *with* Civil Government should omit all questions in Group III.

Candidates offering American History *without* Civil Government should omit all questions in Group II.

Wherever the nature of the question permits, give dates, or otherwise indicate the time relation.

Be careful to divide your time so as to answer the number of questions required.

GROUP I

(Required)

1. The following subjects have an important place in American History: States Rights, Civil Service, Popular Education, Relations with Great Britain. Select one man under A and one man under B and discuss the position of each on *two* of these subjects.

List A

Thomas Jefferson
Daniel Webster

List B

Grover Cleveland
Abraham Lincoln

GROUP II

Only for candidates offering American History *with* Civil Government

(Answer two questions)

2. What events in the years from 1783 to 1787 influenced the Philadelphia Convention (a) to give Congress power to control commerce, (b) to prohibit the issuing of paper money by the states, (c) to give Congress the power to tax directly?
3. a) Who are citizens of the United States?
b) How may aliens become citizens?
c) Distinguish between the terms "citizen" and "voter."
4. During the twentieth century what devices for making government more responsive to the popular will have been adopted (a) by the states, (b) by the federal government?

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

GROUP III

Only for candidates offering **American History without Civil Government**

(Answer two questions)

5. What events in the years from 1783 to 1787 influenced the Philadelphia Convention: (a) to give Congress power to control commerce, (b) to prohibit the issuing of paper money by the states, (c) to give Congress the power to tax directly?
6. Describe the various attempts at union made in the colonial period.
7. What were the chief doctrines of the Federalist party, and what did that party contribute to the success of the new government?

GROUP IV

(Answer one question)

8. Describe the organization and aims of (a) the Knights of Labor, (b) the American Federation of Labor, (c) the Industrial Workers of the World (I.W.W.).
9. Upon what occasions has the United States become entangled in general European wars? In each case explain why we went to war.
10. Why was it necessary to resort to unusual electoral machinery in the presidential elections of 1800, 1824, and 1876? Explain the methods used in each case.

GROUP V

(Required)

11. Selecting five of the following statements, tell whether they are true or false, and give facts in support of your conclusions:
 - a) Calhoun and Webster opposed the Compromise of 1850.
 - b) Thaddeus Stevens was vice-president of the Confederacy.
 - c) The Bland-Allison Act provided for the free coinage of silver.
 - d) The Hay-Pauncefote Treaty arranged for the purchase of the Panama Canal Zone from Columbia.
 - e) The "Open Door" policy provides for unrestricted immigration.
 - f) William G. McAdoo was United States railroad administrator during the World War.

GROUP VI

(Answer [a] and either [b] or [c])

12. a) On map D name and locate:

1. The place where the Russian-Japanese Treaty was signed.
2. State in which Abraham Lincoln was born.
3. The battle between the Monitor and Merrimac.
4. The state which nullified a federal law in 1832.
5. The place where Cornwallis surrendered.
6. The place where Lee surrendered.

b) On map E name and locate the overseas possessions of the United States, and explain how and when each was obtained.

c) On map E locate the places where the American troops fought during the World War.

ITALIAN

June 1928

Thursday, June 21

2 p.m. Three hours

ITALIAN CP.2. TWO-YEAR ITALIAN

PAGES 2 AND 3

For candidates wishing credit for two years of Italian.

Candidates wishing to offer Two-Year Italian (Italian Cp.2) and Third Year or Intermediate Italian (Italian B) will be expected to offer them not separately but together as Three-Year Italian (Italian Cp.3).

ITALIAN B. THIRD YEAR OR INTERMEDIATE ITALIAN

PAGES 4 AND 5

For candidates who have credit for two years of Italian and wish credit for Third Year or Intermediate Italian (Italian B).

ITALIAN CP.3. THREE-YEAR ITALIAN

PAGES 6, 7, AND 8

For candidates wishing credit for three years of Italian.

ITALIAN CP.4. FOUR-YEAR ITALIAN

PAGES 9 AND 10

For candidates wishing credit for four years of Italian, including those who have credit for Two-Year Italian (Italian Cp.2) and Three-Year Italian (Italian Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

ITALIAN CP.2—TWO-YEAR ITALIAN

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Translate into English:

Nonna e mamma mi volevano bene; ma i compagni che mi vedevano così restio, mi chiamavano uno stupido. Parlavo poco, avevo la faccia malinconica. "Sempre con questo libro in mano!" gridava papà, che era uomo allegro e turbolento, e spesso si mescolava coi fanciulli a fare il chiasso.

A nove anni passò questa vita allegra. La nonna ci condusse a Napoli, me e Giovannino, e ci consegnò a zio Carlo. Lo zio aveva per lei una venerazione grande, e la tenne seco due mesi. Nei dì festivi ella ci menava a chiesa, e ci faceva fare le orazioni e sentire la messa. Noi stavamo a ginocchioni, con le mani giunte e la testa bassa, pregando accanto a lei. Un dì volsi un po' la mia testolina e vidi vicino a me un lazzarone, che stava tutto disteso per terra e diceva Avemarie. Non so come mi venne in capo di fare lo stesso, parendomi che quello star così disteso fosse segno di maggiore umiltà al cospetto di Dio. E mi posi lungo per terra, con le mani in croce. E mia nonna mi guardò e disse: "Che fai?" "Fo come quello," diss'io, indicando il lazzarone. "Ma tu devi pregare Iddio da galantuomo e non da lazzarone," diss'ella ridendo. E io mi feci tutto rosso, e mi rimisi in ginocchio, e non dimenticai più quel riso soave. Fu l'ultima impressione che mi lasciò mia nonna. Non ricordo altro. E ora che mi sta innanzi con quella sua faccia rimpiccinita, rugosa e tranquilla, la vedo che mi ride con quel riso soave.

PART II

Translate into Italian:

1. If Louise had not read at least some of the Italian classical poets she would be ashamed.
2. There you are at last! We have been looking for you for several hours.
3. What, you here! Yes, we had to come back before the performance was over.
4. Go who will, I shall stay here.
5. What magnificent trees! Even in winter they remain green and fresh.
6. I haven't yet told him anything of what his uncle wrote.
7. Where was your aunt? I found her sitting in her armchair, reading the English newspaper which had just arrived from England.
8. What was that? The sound seemed to come from the next room, didn't it?
9. He passed by us without stopping, as if he had not seen us.
10. See how it is raining! And I have neither overshoes nor umbrella!

(ITALIAN CP.2 IS CONTINUED ON PAGE 3)

(21-2)

ITALIAN CP.2—TWO-YEAR ITALIAN (CONTINUED)

PART III

1. Give the five principal parts (infinitive, present participle, past participle, first person singular of the present indicative, first person singular of the preterite [past definite]) of *dolere*, *vivere*, *cuocere*, *cucire*, *nascondere*, *stringersi*.
2. Write out in full the present indicative of *cuocere*, *cucire*, *apparire*, *costruire*; the conditional of *meritare*, *dividere*; the pluperfect indicative of *scendere*, *accorgersi*; the imperfect subjunctive of *dare*; the preterite of *bere*.
3. Write Italian sentences illustrating the uses of (a) *nè ... nè*; (b) *a meno che*; (c) *tra* and *tranne*; (d) *quantunque*; (e) *qualunque*; (f) *qualsiasi*; (g) *combattente* and *combattendo*; and translate your sentences into English.

ITALIAN B—THIRD YEAR OR INTERMEDIATE

Thursday, June 21

2 p.m. Three hours

For candidates who have credit for Two-Year Italian (Italian Cp.2) and wish credit for Third Year or Intermediate Italian (Italian B).

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Translate into English:

Eugenia aveva avuto un piccolo batticuore, non senza il gusto della curiosità soddisfatta. Nel villino di Rocca di Papa, quando a settembre rotolavano i tuoni dalla montagna al mare, correva a serrare le persiane e i vetri e si tappava, ansando, con le dita gli orecchi; perchè le era rimasta da bambina l'immagine di un pecoraio che vide cader fulminato in mezzo al temporale. Le cannonate invece non l'avevano scossa, o tutt'al più le avevano un poco accelerato il respiro e fatto vibrar le narici, su per giù come quando si odora a lungo una boccetta di sali.

Abitavano tutti nello stesso albergo, che fra poco doveva divenire ospedale. Già nessuno lo spazzava più nei corridoi, le scampanellate al mattino s'accavallavano rabbiosamente come se i loro squilli potessero moltiplicare le due cameriere superstiti, e bisognava raccomandarsi alla proprietaria in persona per ottenere il cambio degli asciugamani scuri di sapone e di polvere. I forestieri, tutti quanti ufficiali con alcune poche signore, ci vivevano come si vive in una casa da cui s'è già avuto lo sfratto, tra le masserizie imballate. I Berti, padre e figlia, cercavano alloggio in una villa, perchè egli non aveva l'aria di credere che da un giorno all'altro l'avrebbero sbalzato innanzi, e dovunque arrivasse metteva radice, pronto poi a lasciarsi svellere senza nè resistenza nè compiacimento. A Roma era stato trasferito quattro anni prima da Alessandria, e aveva subito comperato una casetta al Tufo di Rocca di Papa, ed era come se non avesse respirato mai altr'aria. Ora era da poche settimane a Novesa, e ci si sentiva come se fosse nato in quei luoghi. Eugenia lo aveva sempre seguito, e per la guerra s'era deciso che gli sarebbe stata accanto finchè fosse possibile, e poi avrebbero procurato di farla chiamare in un posto di Croce Rossa vicino alla destinazione del padre.

—BORGESE

PART II

Choose either (a) or (b)

- a) Write in Italian a composition of at least 150 words on "Some Pictures or Books We Should Have in Our Homes and Why."

(21-4)

(ITALIAN B IS CONTINUED ON PAGE 5)

ITALIAN B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

b) Translate into Italian, writing out all numerals:

May 10, 1928

Mr. Charles Fontano

12 via Nazionale

Rome, Italy

DEAR SIR:

We herewith confirm our agreement of yesterday, whereby we appoint you our sole agent in Italy for our silk products.

We agree to pay you a commission of 5% on all orders obtained by you at list prices, and executed by us; on special orders, where prices are reduced, or higher prices obtained, commission to be mutually arranged; on orders from your territory received direct by us, or in any way other than through you, 2½% commission to be allowed to you.

All orders are to be subject to our approval as to credit.

Your commission account to be made up every sixth month, to include payments made by customers during the preceding six months.

We shall cover by insurance all samples which you carry.

Any assistance we can give you is at all times at your service and we shall always be pleased to have your suggestions in regard to the business between us. On receipt of your confirmation of the above terms, we will prepare and forward stamped agreement.

Very truly yours,

VAN HORN SILK CO.

PART III

Translate into English:

È fuori dubbio che il D'Annunzio occupa un gran posto nell'anima moderna e che lo occuperà di conseguenza nelle storie che si scriveranno della vita spirituale dei nostri tempi. Intorno a ciò mi parrebbe ozioso disputare, nè so rispondere senza impazienza alla domanda, che così spesso si ode risuonare nelle conversazioni: "Credete che il D'Annunzio sia davvero artista?" Credete? E come, di grazia, si farebbe a credere altrimenti! E che cosa è l'entusiasmo e il fanatismo di tanta gente per l'opera sua, e che cosa l'odio feroce di tant'altra, se non il segno che ha sempre accompagnato l'apparire e il manifestarsi degl'ingegni che si levano sul livello comune? E che cosa il lavoro di pensiero che ormai da un ventennio ferve intorno a quell'opera, se non il riconoscimento del suo valore? Alla critica spetta miglior ufficio che affermare o negare ciò che è evidente. Essa deve procurare di farsi mediatrice tra quelle tesi e sentimenti opposti, quell'amore e quell'odio, e collocare in giusta luce il suo autore e mostrare da qual punto bisogna guardarlo per giudicarlo rettamente.

Se l'amore ha un fine intuito del vero, non è da pensare che l'odio non abbia anch'esso occhio assai acuto a cogliere certi aspetti di verità, pei quali il primo è spesso cieco. E perciò è da savio adoperare e combinare le conclusioni delle indagini che l'amore ispira, come di quelle che l'odio arma del suo acume.

—BENEDETTO CROCE

ITALIAN CP.3—THREE-YEAR ITALIAN

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Give the five principal parts (infinitive, present participle, past participle, first person singular of the present indicative, first person singular of the preterite [past definite]) of *dolere*, *vivere*, *cuocere*, *cucire*, *nascondere*, *stringersi*.
2. Write out in full the present indicative of *cuocere*, *cucire*, *apparire*, *costruire*; the conditional of *meritare*, *dividere*; the pluperfect indicative of *scendere*, *accorgersi*; the imperfect subjunctive of *dare*; the preterite of *bere*.
3. Write Italian sentences illustrating the uses of (a) *nè ... nè*; (b) *a meno che*; (c) *tra* and *tranne*; (d) *quantunque*; (e) *qualunque*; (f) *qualsiasi*; (g) *combattente* and *combattendo*; and translate your sentences into English.

PART II

Translate into English:

Eugenia aveva avuto un piccolo batticuore, non senza il gusto della curiosità soddisfatta. Nel villino di Rocca di Papa, quando a settembre rotolavano i tuoni dalla montagna al mare, correva a serrare le persiane e i vetri e si tappava, ansando, con le dita gli orecchi; perchè le era rimasta da bambina l'immagine di un pecoraio che vide cader fulminato in mezzo al temporale. Le cannonate invece non l'avevano scossa, o tutt'al più le avevano un poco accelerato il respiro e fatto vibrar le narici, su per giù come quando si odora a lungo una boccetta di sali.

Abitavano tutti nello stesso albergo, che fra poco doveva divenire ospedale. Già nessuno lo spazzava più nei corridoi, le scampanellate al mattino s'accavallavano rabbiosamente come se i loro squilli potessero moltiplicare le due cameriere superstiti, e bisognava raccomandarsi alla proprietaria in persona per ottenere il cambio degli asciugamani scuri di sapone e di polvere. I forestieri, tutti quanti ufficiali con alcune poche signore, ci vivevano come si vive in una casa da cui s'è già avuto lo sfratto, tra le masserizie imballate. I Berti, padre e figlia, cercavano alloggio in una villa, perchè egli non aveva l'aria di credere che da un giorno all'altro l'avrebbero sbalzato innanzi, e dovunque arrivasse metteva radice, pronto poi a lasciarsi svellere senza nè resistenza nè compiacimento. A Roma era stato trasferito quattro anni prima da Alessandria, e aveva subito comperato una casetta al Tufo di Rocca di Papa, ed era come se non avesse respirato mai altr'aria.

(ITALIAN CP.3 IS CONTINUED ON PAGES 7 AND 8)

(21-6)

ITALIAN CP.3—THREE-YEAR ITALIAN (CONTINUED)

Ora era da poche settimane a Novesa, e ci si sentiva come se fosse nato in quei luoghi. Eugenia lo aveva sempre seguito, e per la guerra s'era deciso che gli sarebbe stata accanto finchè fosse possibile, e poi avrebbero procurato di farla chiamare in un posto di Croce Rossa vicino alla destinazione del padre.

—BORGESE

PART III

Choose either (a) or (b)

- a) Write in Italian a composition of at least 150 words on "Some Pictures or Books We Should Have in Our Homes and Why."
- b) Translate into Italian, writing out all numerals:

May 10, 1928

*Mr. Charles Fontano
12 via Nazionale
Rome, Italy*

DEAR SIR:

We herewith confirm our agreement of yesterday, whereby we appoint you our sole agent in Italy for our silk products.

We agree to pay you a commission of 5% on all orders obtained by you at list prices, and executed by us; on special orders, where prices are reduced, or higher prices obtained, commission to be mutually arranged; on orders from your territory received direct by us, or in any way other than through you, 2½% commission to be allowed to you.

All orders are to be subject to our approval as to credit.

Your commission account to be made up every sixth month, to include payments made by customers during the preceding six months.

We shall cover by insurance all samples which you carry.

Any assistance we can give you is at all times at your service and we shall always be pleased to have your suggestions in regard to the business between us. On receipt of your confirmation of the above terms, we will prepare and forward stamped agreement.

Very truly yours,

VAN HORN SILK CO.

PART IV

Translate into English:

È fuori dubbio che il D'Annunzio occupa un gran posto nell'anima moderna e che lo occuperà di conseguenza nelle storie che si scriveranno della vita spirituale dei nostri tempi. Intorno a ciò mi parrebbe ozioso disputare, nè so rispondere senza impazienza alla domanda, che così spesso si ode risuonare nelle conversazioni:

ITALIAN CP.3—THREE-YEAR ITALIAN (CONTINUED)

“Credete che il D’Annunzio sia davvero artista?” Credete? E come, di grazia, si farebbe a credere altrimenti! E che cosa è l’entusiasmo e il fanatismo di tanta gente per l’opera sua, e che cosa l’odio feroce di tant’altra, se non il segno che ha sempre accompagnato l’apparire e il manifestarsi degl’ingegni che si levano sul livello comune? E che cosa il lavoro di pensiero che ormai da un ventennio ferve intorno a quell’opera, se non il riconoscimento del suo valore? Alla critica spetta miglior ufficio che affermare o negare ciò che è evidente. Essa deve procurare di farsi mediatrice tra quelle tesi e sentimenti opposti, quell’amore e quell’odio, e collocare in giusta luce il suo autore e mostrare da qual punto bisogna guardarlo per giudicarlo rettamente.

Se l’amore ha un fine intuito del vero, non è da pensare che l’odio non abbia anch’esso occhio assai acuto a cogliere certi aspetti di verità, pei quali il primo è spesso cieco. E perciò è da savio adoperare e combinare le conclusioni delle indagini che l’amore ispira, come di quelle che l’odio arma del suo acume.

—BENEDETTO CROCE

ITALIAN CP.4—FOUR-YEAR ITALIAN

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation, the use of clear and idiomatic English is required.

PART I

Translate into English:

È fuori dubbio che il D'Annunzio occupa un gran posto nell'anima moderna e che lo occuperà di conseguenza nelle storie che si scriveranno della vita spirituale dei nostri tempi. Intorno a ciò mi parrebbe ozioso disputare, nè so rispondere senza impazienza alla domanda, che così spesso si ode risuonare nelle conversazioni: "Credete che il D'Annunzio sia davvero artista?" Credete? E come, di grazia, si farebbe a credere altrimenti! E che cosa è l'entusiasmo e il fanatismo di tanta gente per l'opera sua, e che cosa l'odio feroce di tant'altra, se non il segno che ha sempre accompagnato l'apparire e il manifestarsi degl'ingegni che si levano sul livello comune? E che cosa il lavoro di pensiero che ormai da un ventennio ferve intorno a quell'opera, se non il riconoscimento del suo valore? Alla critica spetta miglior ufficio che affermare o negare ciò che è evidente. Essa deve procurare di farsi mediatrice tra quelle tesi e sentimenti opposti, quell'amore e quell'odio, e collocare in giusta luce il suo autore e mostrare da qual punto bisogni guardarlo per giudicarlo rettamente.

Se l'amore ha un fine intuito del vero, non è da pensare che l'odio non abbia anch'esso occhio assai acuto a cogliere certi aspetti di verità, pei quali il primo è spesso cieco. E perciò è da savio adoperare e combinare le conclusioni delle indagini che l'amore ispira, come di quelle che l'odio arma del suo acume.

—BENEDETTO CROCE

PART II

Choose either (a) or (b)

- a) Write in Italian a composition of about 250 words on "Transatlantic Flights."
- b) Translate into Italian:

The Tuscan peasant is in many ways a being who differs greatly from the peasants in other parts of Italy. He differs, also, in the various provinces and districts of Tuscany. Unlike those of Lombardy, Piedmont, and, indeed, of all the Italian states except in the neighborhood of Rome, the Tuscan peasant as a rule speaks pure Italian. This is especially the case in the country around Siena, and also in what is called the *Pistoiese*. It is a curious fact that many words which are now in daily use in Tuscany, although no longer employed by educated Italians, belong to the classical Italian of Dante's time. Around Siena, and also

ITALIAN CP.4—FOUR-YEAR ITALIAN (CONTINUED)

in certain districts, it is a pleasure to listen to the rich, musical language talked by the peasants even when among themselves. And with this graceful, poetic language there is also an extraordinary courtesy and refinement of manner, accompanied, too, in countless cases, by remarkable good looks and fine physique. You will hear these peasants, fresh from their rough labor in the fields and vineyards, vying with each other in reciting poetry and telling stories—and sometimes the poems and the stories will flow ceaselessly until well after midnight. Generally both are extemporary, and often of extraordinary poetic grace and imagination.

PART III

Translate into English:

IL TELEGRAFO

O parola dell'uom, che or l'ali hai ratte
 Come l'uman pensiero,
 E vai pel mare, e su per l'Alpi intatte
 Hai libero sentiero,
 E traversi città romoreggianti
 O nell'ombre sopite,
 Legando odi ed amor, letizie e pianti
 Fra le disgiunte vite,
 O parola dell'uom, vola!—Le genti
 Una divin sete
 Del bene incalza, e guardano gli eventi
 Torbide, irrequiete,
 Aspettando da te che un salutare
 Verbo si dissuggelli,
 Un verbo novo, che quest'ombre amare
 Tra rovine ed avelli
 Rompa consolator, e affidi il mondo
 Di più giusto destino,
 Perchè or che Mefisto al sommo ride, in fondo
 Rugge il vecchio Caino!

—ENRICO PANZACCHI

PART IV

1. Write Italian sentences illustrating *three* uses of *perchè* and translate your sentences into English.
2. Write Italian sentences illustrating *four* possible ways of translating "I could." Translate your sentences into English.

ITALIAN

September 1928

Wednesday, September 19

2 p.m. Three hours

ITALIAN CP.2. TWO-YEAR ITALIAN

PAGES 2 AND 3

For candidates wishing credit for two years of Italian.

Candidates wishing to offer Two-Year Italian (Italian Cp.2) and Third-Year or Intermediate Italian (Italian B) will be expected to offer them not separately but together as Three-Year Italian (Italian Cp.3).

ITALIAN B. THIRD YEAR OR INTERMEDIATE ITALIAN

PAGES 4 AND 5

For candidates who have credit for two years of Italian and wish credit for Third Year or Intermediate Italian (Italian B).

ITALIAN CP.3. THREE-YEAR ITALIAN

PAGES 6, 7, AND 8

For candidates wishing credit for three years of Italian.

ITALIAN CP.4. FOUR-YEAR ITALIAN

PAGES 9 AND 10

For candidates wishing credit for four years of Italian, including those who have credit for Two-Year Italian (Italian Cp.2) and Three-Year Italian (Italian Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

ITALIAN CP.2—TWO-YEAR ITALIAN

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Translate into English:

Si narra che Rossini, il grande compositore italiano, saldasse un grosso debito da lui contratto col pesciaio che gli forniva le ostriche. Questo pesciaio che si chiamava Bartolo ed era un caldo ammiratore di Rossini, ostentava d'esser poeta. Una mattina si presentò in casa del Maestro accompagnato da un usciere per esigere il pagamento del suo credito, ma Rossini non poteva soddisfarlo. "Ebbene," riprese il pesciaio, "voi siete ghiotto delle ostriche ed io ho qui una poesiola mia corta corta d'una strofa sola. Degnatevi di musicare i miei versi, di inserirli nella vostra nuova opera ed io non solo faccio al vostro conto il tutto-saldo, ma mi obbligo per iscritto di mandarvi cento ostriche il giorno per tutto il tempo che resterete a Milano.

"Che bell'originale!" disse Rossini. "Dammi la tua poesia." L'ebbe, la lesse; rimase per poco raccolto, poi balzò dal letto in mutande, sedette al piano e cantò i versi musicati all'improvviso. Dodici giorni dopo al teatro della Scala la famosa aria, cantata da Giannettino-Monelli nella "Gazza Ladra," mandava il pubblico in visibilio ed estasiava il candidissimo Bartolo che acclamava, plaudendo con furiose smanacciate.

PART II

Translate into Italian:

1. Please give me back what I lent you. Certainly; I shall do so at once.
2. Don't you wish me to call the servant? Yes, if you please.
3. I asked him where his friends were living the last time he saw them.
4. I wonder why no one comes here any more.
5. I have just returned from a walk and enjoyed myself very much.
6. If I let you have the watch, will you pay me for it not later than a week from today?
7. Will you and your friend go to the theatre with me to-night? No, neither he nor I have any money to spend.
8. If he had asked me for those Greek books, I should have told him to go and look for them.
9. Rome is said to have been founded by Romulus more than 2,600 years ago.
(Write out numerals.)
10. He was in Paris when the war ended.

(ITALIAN CP.2 IS CONTINUED ON PAGE 3)

(j-2)

ITALIAN CP.2—TWO-YEAR ITALIAN (CONTINUED)

PART III

1. Give the five principal parts (infinitive, present participle, past participle, first person singular of the present indicative, first person singular of the preterite [past definite]) of *proteggere*, *resistere*, *rendere*, *ridere*, *piangere*, *comprimere*.
2. Write out in full the preterite of *condurre*, *tenere*, *valere*, *vincere*, *udire*; the imperfect indicative of *condurre*, *porre*; the future perfect of *sorgere*, *riuscire*; the imperative (affirmative, all forms) of *togliersi*.
3. Write Italian sentences illustrating the uses of (a) *whose* as a relative; (b) *che* as a relative; (c) *to* before the name of a city and before the name of a country; (d) the words expressing the comparison of equality (two ways); (e) *ecco* with a direct object; (f) *credere che* and *credere di*; and translate your sentences into English.

ITALIAN B—THIRD YEAR OR INTERMEDIATE

Wednesday, September 19

2 p.m. Three hours

For candidates who have credit for Two-Year Italian (Italian Cp.2) and wish credit for Third Year or Intermediate Italian (Italian B).

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Translate into English:

DIogene IL CINICO

Diogene filosofo greco, chiamato cinico per la sua mordacità nel dire, abitava in una botte, che egli rotolava da un luogo all'altro. La cagione per cui egli prese a fare in essa soggiorno si fu che avendo una volta scritto ad un suo amico di provvedergli una casuccia, e questi tardando a trovargliela, si risolse di prendere una botte, che gli capitò a caso fra le mani, e scrisse all'amico che non si pigliasse più fastidio per lui, poichè si era molto ben provveduto di casa.

Stando egli in quella botte, Alessandro andò a visitarlo, e dopo averlo cortesemente salutato gli domandò se avesse bisogno di nulla. "Altro non chiedo," gli disse Diogene, "se non che tu ti scosti alquanto, e non mi tolga il beneficio del sole, che non mi puoi dare." Alessandro fu sì fattamente penetrato da tal risposta, e dall'altiero contegno di quest'uomo, che nel ritorno disse a quei della sua comitiva che si burlavano di Diogene: "Eppure se io non fossi Alessandro, vorrei esser Diogene." Non deve far meraviglia che Diogene facesse sì poco conto d'Alessandro, poichè aveva in tal dispregio tutto il genere umano che andava alcune volte nell'ora del mezzogiorno con una lanterna accesa in mano; e interrogato che cosa cercasse rispondeva arrogantemente: "Io cerco l'uomo." Viveva volontariamente nella più gran povertà, e si nutriva dei cibi più grossolani e più vili. Aveva una tazza di legno in cui beveva, che poi ruppe avendo osservato un fanciullo che beveva nel concavo della mano.

PART II

Choose either (a) or (b)

- a) Write in Italian a composition of at least 150 words on "The Studies I Have Enjoyed and Why."
- b) Translate into Italian, writing out all numerals:

New York, April 20, 1928

Mr. T. C. Arthur
Naples, Italy

DEAR SIR:

We beg to acknowledge yours of March 27th and note all your remarks.

Business has now begun to be normal again, and we are going to make a big effort to make up for the quiet of the last four years. We think you have a splendid

(ITALIAN B IS CONTINUED ON PAGE 5)

(J-4)

ITALIAN B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

opportunity for developing the Italian trade in our lines and do not doubt that you will now use it to the full.

Under separate cover, we have mailed to you today a complete book of this season's special lines, together with price list, and have indicated in the latter the items which we think will be most interesting to you. We think you will be pleased with the range, as we have given very special attention to the latest requirements of foreign trade, especially in your market.

The tone of the market here is very favorable, and large orders are already being booked at firm prices.

If there is anything we can possibly do in your field which will be of mutual advantage, do not hesitate to let us know.

Awaiting the favor of your orders, we are

Yours truly,

CASHMAN AND SONS

PART III

Translate into English:

La subordinazione del presente all'avvenire non è soltanto l'attuale fenomeno culminante del Progresso e una espressione vigorosa della solidarietà umana, è altresì nel fondo delle anime una perenne sorgente di felicità. Come rapida si dilegua la impronta di un raggio e di una immagine dalla lastra sensibile a cui non si fissò nell'ombra prima di ritornare alla luce, così sfuma veloce il godimento che si appaga del solo luminoso presente, e durevole è quello invece che nell'ore oscure attende un chiaro avvenire. Vedete gli apostoli della riforma sociale quanto lietamente sacrificano la loro quiete e talvolta pure la libertà loro per un sogno che affidano al futuro; vedete con quale entusiasmo faticano gli apostoli dell'idea scientifica per la speranza di un'era luminosa in cui dalla terra e dal cielo sarà scomparso il mistero. Misurate nell'interno delle anime questi sentimenti, aggiungeteli, con un calcolo ideale, alla gioia del benessere altrui, al piacere che un rapido accrescersi degli agi continuamente ravviva, e negate, se vi è possibile, una scala ascendente delle soddisfazioni umane parallela all'ascensione del Progresso. Certo di fronte alle cifre ascendenti della gioia persistono paurose le cifre del dolore e l'istinto che move il ferito a guardarsi la piaga affigge gli occhi nostri a queste. Ma sono i deboli che troppo si guardano le ferite. Un infelice torpore li prende e prenderà noi se ci lasciamo affascinare dalla contemplazione del dolore e del male per modo da credere a un loro fatale progresso, quando invece è il progredire dell'ordine che rende sempre più tormentoso il disordine.

—FOGAZZARO

ITALIAN CP.3—THREE-YEAR ITALIAN

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

1. Give the five principal parts (infinitive, present participle, past participle, first person singular of the present indicative, first person singular of the preterite [past definite]) of *proteggere, resistere, rendere, ridere, piangere, comprimere*.
2. Write out in full the preterite of *condurre, tenere, valere, vincere, udire*; the imperfect indicative of *condurre, porre*; the future perfect of *sorgere, riuscire*; the imperative (affirmative, all forms) of *togliersi*.
3. Write Italian sentences illustrating the uses of (a) *whose* as a relative; (b) *che* as a relative; (c) *to* before the name of a city and before the name of a country; (d) the words expressing the comparison of quality (two ways); (e) *ecco* with a direct object; (f) *credere che* and *credere di*; and translate your sentences into English.

PART II

Translate into English:

DIogene IL CINICO

Diogene filosofo greco, chiamato cinico per la sua mordacità nel dire, abitava in una botte, che egli rotolava da un luogo all'altro. La cagione per cui egli prese a fare in essa soggiorno si fu che avendo una volta scritto ad un suo amico di provvedergli una casuccia, e questi tardando a trovargliela, si risolse di prendere una botte, che gli capitò a caso fra le mani, e scrisse all'amico che non si pigliasse più fastidio per lui, poichè si era molto ben provveduto di casa.

Stando egli in quella botte, Alessandro andò a visitarlo, e dopo averlo cortesemente salutato gli domandò se avesse bisogno di nulla. "Altro non chiedo," gli disse Diogene, "se non che tu ti scosti alquanto, e non mi tolga il beneficio del sole, che non mi puoi dare." Alessandro fu sì fattamente penetrato da tal risposta, e dall'altiero contegno di quest'uomo, che nel ritorno disse a quei della sua comitiva che si burlavano di Diogene: "Eppure se io non fossi Alessandro, vorrei esser Diogene." Non deve far meraviglia che Diogene facesse sì poco conto d'Alessandro, poichè aveva in tal dispregio tutto il genere umano che andava alcune volte

(3-6)

(ITALIAN CP.3 IS CONTINUED ON PAGES 7 AND 8)

ITALIAN CP.3—THREE-YEAR ITALIAN (CONTINUED)

nell'ora del mezzogiorno con una lanterna accesa in mano; e interrogato che cosa cercasse rispondeva arrogantemente: "Io cerco l'uomo." Viveva volontariamente nella più gran povertà, e si nudriva dei cibi più grossolani e più vili. Aveva una tazza di legno in cui beveva, che poi ruppe avendo osservato un fanciullo che beveva nel concavo della mano.

PART III

Choose either (a) or (b)

a) Write in Italian a composition of at least 150 words on "The Studies I Have Enjoyed and Why."

b) Translate into Italian, writing out all numerals:

New York, April 20, 1928

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Naples, Italy

DEAR SIR:

We beg to acknowledge yours of March 27th and note all your remarks.

Business has now begun to be normal again, and we are going to make a big effort to make up for the quiet of the last four years. We think you have a splendid opportunity for developing the Italian trade in our lines and do not doubt that you will now use it to the full.

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The tone of the market here is very favorable, and large orders are already being booked at firm prices.

If there is anything we can possibly do in your field which will be of mutual advantage, do not hesitate to let us know.

Awaiting the favor of your orders, we are

Yours truly,

CASHMAN AND SONS

PART IV

Translate into English:

La subordinazione del presente all'avvenire non è soltanto l'attuale fenomeno culminante del Progresso e una espressione vigorosa della solidarietà umana, è altresì nel fondo delle anime una perenne sorgente di felicità. Come rapida si dilagua la impronta di un raggio e di una immagine dalla lastra sensibile a cui non

ITALIAN CP.3—THREE-YEAR ITALIAN (CONTINUED)

si fissò nell'ombra prima di ritornare alla luce, così sfuma veloce il godimento che si appaga del solo luminoso presente, e durevole è quello invece che nell'ore oscure attende un chiaro avvenire. Vedete gli apostoli della riforma sociale quanto lietamente sacrificano la loro quiete e talvolta pure la libertà loro per un sogno che affidano al futuro; vedete con quale entusiasmo faticano gli apostoli dell'idea scientifica per la speranza di un'era luminosa in cui dalla terra e dal cielo sarà scomparso il mistero. Misurate nell'interno delle anime questi sentimenti, aggiungeteli, con un calcolo ideale, alla gioia del benessere altrui, al piacere che un rapido accrescersi degli agi continuamente ravviva, e negate, se vi è possibile, una scala ascendente delle soddisfazioni umane parallela all'ascensione del Progresso. Certo di fronte alle cifre ascendenti della gioia persistono paurose le cifre del dolore e l'istinto che move il ferito a guardarsi la piaga affigge gli occhi nostri a queste. Ma sono i deboli che troppo si guardano le ferite. Un infelice torpore li prende e prenderà noi se ci lasciamo affascinare dalla contemplazione del dolore e del male per modo da credere a un loro fatale progresso, quando invece è il progredire dell'ordine che rende sempre più tormentoso il disordine.

—FOGAZZARO

ITALIAN CP.4—FOUR-YEAR ITALIAN

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation, the use of clear and idiomatic English is required.

PART I

Translate into English:

La subordinazione del presente all'avvenire non è soltanto l'attuale fenomeno culminante del Progresso e una espressione vigorosa della solidarietà umana, è altresì nel fondo delle anime una perenne sorgente di felicità. Come rapida si dilegua la impronta di un raggio e di una immagine dalla lastra sensibile a cui non si fissò nell'ombra prima di ritornare alla luce, così sfuma veloce il godimento che si appaga del solo luminoso presente, e durevole è quello invece che nell'ore oscure attende un chiaro avvenire. Vedete gli apostoli della riforma sociale quanto lietamente sacrificano la loro quiete e talvolta pure la libertà loro per un sogno che affidano al futuro; vedete con quale entusiasmo faticano gli apostoli dell'idea scientifica per la speranza di un'era luminosa in cui dalla terra e dal cielo sarà scomparso il mistero. Misurate nell'interno delle anime questi sentimenti, aggiungeteli, con un calcolo ideale, alla gioia del benessere altrui, al piacere che un rapido accrescersi degli agi continuamente ravviva, e negate, se vi è possibile, una scala ascendente delle soddisfazioni umane parallela all'ascensione del Progresso. Certo di fronte alle cifre ascendenti della gioia persistono paurose le cifre del dolore e l'istinto che move il ferito a guardarsi la piaga affigge gli occhi nostri a queste. Ma sono i deboli che troppo si guardano le ferite. Un infelice torpore li prende e prenderà noi se ci lasciamo affascinare dalla contemplazione del dolore e del male per modo da credere a un loro fatale progresso, quando invece è il progredire dell'ordine che rende sempre più tormentoso il disordine.

—FOGAZZARO

PART II

Choose either (a) or (b)

- a) Write in Italian a composition of about 250 words on "The Pleasures of Automobiling."
- b) Translate into Italian:

One day toward the autumn of 1850, just before entering for the first time into office as a simple Minister of Commerce, Count Cavour was travelling through the provinces of Piedmont. He stopped at Stresa on the border of Lago Maggiore at the house of Rosmini, the philosopher, where he met Manzoni. From the top of the Villa Bolongaro, with their eyes fixed on the opposite shore which was then

ITALIAN CP.4—FOUR-YEAR ITALIAN (CONTINUED)

and seemed likely long to remain a part of the Austrian dominions, the three men were conversing on the future destiny of Italy. Manzoni in the simplicity of his soul did not cease to hope; Rosmini smiled sadly at the poet's dreams, but Cavour rubbed his hands—it was even at that time a peculiar habit with him—and repeated with persuasive liveliness: "We will do something; we will do something." And he did. Without him, Italy would not be what she is today.

Cavour was a man who could find time for everything, because he took an interest in everything and could find good in everything. He despised neither men nor things, and he used to say wittily that many card-players only lose because they have no regard for the small cards; as for him, he knew the value of the small cards—of insignificant people, even of counsels and remarks which he would call forth and make his own. But under this apparent facility and good humor, Cavour possessed the highest qualities of a statesman: clearness and precision of ideas, and a strength of will which at times could make all men give way before it.

PART III

Translate into English:

PER UN DIPINTO DELL'AGRICOLA

Più la contemplo, più vaneggio in quella
Mirabil tela: e il cor, che ne sospira,
Sì nell'obbietto del suo amor delira,
Che gli amplessi n'aspetta e la favella.

Ond'io già corro ad abbracciarla. Ed ella
Labbro non move ma lo sguardo gira
Ver' me sì lieto che mi dice:—Or mira,
Diletto genitor, quanto son bella.—

—Figlia,—io rispondo,—d'un gentil sereno
Ridon tue forme; e questa imago è diva
Sì che ogni tela al paragon vien meno;

Ma un'imgo di te vegg'io più viva,
E la veggo sol io: quella che in seno
Al tuo tenero padre Amor scolpiva.

—VINCENZO MONTI

PART IV

1. Write three Italian sentences illustrating different uses of *da* and translate your sentences into English.
2. Write two Italian sentences illustrating the uses of *ma* and *anzi* and translate your sentences into English.

LATIN 1, 2, AND 4—GRAMMAR, ELEMENTARY COMPOSITION, LATIN PROSE AUTHORS (PRESCRIBED SELECTIONS AND SIGHT TRANSLATION)

Wednesday, June 20

9 a.m. Three hours

Translate the following passages, and answer the questions. The translation should be exact, but in clear and natural English. It is important that enough time be given to IV to deal with it satisfactorily.

I

Quaeres a nobis, Gratti, cur tanto opere hoc homine delectemur. Quia 1
suppeditat nobis ubi et animus ex hoc forensi strepitu reficiatur et aures con- 2
vicio defessae conquiescant. An tu existimas aut suppetere nobis posse quod 3
cottidie dicamus in tanta varietate rerum, nisi animos nostros doctrina ex- 4
colamus; aut ferre animos tantam posse contentionem, nisi eos doctrina 5
eadem relaxemus? Ego vero fateor me his studiis esse deditum. Ceteros 6
pudeat, si qui ita se litteris abdiderunt ut nihil possint ex iis neque ad com- 7
munem adferre fructum neque in aspectum lucemque proferre; me autem 8
quid pudeat, qui tot annos ita vivo, iudices, ut a nullius umquam me tempore 9
aut commodo aut otium meum abstraxerit aut voluptas avocarit aut denique 10
somnus retardarit? 11

Pro Archia, 12

1. What was the charge which Grattius brought against Archias? Upon what facts did Cicero depend to clear Archias of this charge?
2. Why is the oration so famous, notwithstanding the brief discussion of the legal aspect of the case?
3. Explain the meaning of the second sentence of the passage above.
4. Tell in what case each of the following words is, and why this case is used: *animos* (line 5), *doctrina* (5), *annos* (9).
5. Tell in what mood each of the following verbs is, and why this mood is used: *esse* (6), *possint* (7).
6. Tell in what tense each of the following verbs is, and why this tense is used: *vivo* (9), *abstraxerit* (10).
7. a) What is the subject of *posse* (3)?
b) Write the full form of *avocarit* (10).

8. Write (a) the dative singular of *eadem* (6), *his studiis* (6), *voluptas* (10); (b) the genitive plural of *homine* (1), *nobis* (2), *fructum* (8); (c) the accusative plural of *contentionem* (5), *litteris* (7), *tempore* (9).
9. Write the second person singular of:
posse (3) in the pluperfect subjunctive;
dicamus (4) in the future indicative passive;
ferre (5) in the perfect indicative active;
avocarit (10) in the imperfect indicative active.
10. Write the third person plural of:
quaeres (1) in the imperfect subjunctive passive;
delectemur (1) in the future indicative active;
vivo (9) in the pluperfect indicative active;
abstraxerit (10) in the present subjunctive passive.
11. Divide the following words into their syllables, mark the quantity of their penults, and indicate the accent: *conquiescant* (3), *eadem* (6).
12. Explain the derivation of the following words, stating the meaning of all the Latin elements of which each word is composed: *translate*, *avocation*.

II

Confirmare hoc liquido, iudices, possum, valvas magnificentiores, ex auro atque ebore perfectiores, nullas umquam ullo in templo fuisse. Incredibile dictu est quam multi Graeci de harum valvarum pulchritudine scriptum reliquerint. Nimium forsitan haec illi mirentur atque efferant. Esto; verum tamen honestius est rei publicae nostrae, iudices, ea quae illis pulchra esse videantur imperatorem nostrum in bello reliquisse quam praetorem in pace abstulisse. Ex ebore diligentissime perfecta argumenta erant in valvis; ea detrahenda curavit omnia.

In Verrem, ii, iv, 124

1. To whom does *imperatorem* refer? *praetorem*?
2. Explain fully the contrast in *imperatorem . . . bello* and *praetorem . . . pace*.
3. Just what is meant by *argumenta*?

III

Translate into Latin:

The leaders in the conspiracy would not have been put to death, if the senate had had the same opinion as Caesar. He felt that death, which neither the brave nor the wise feared, was not a punishment. The senate, however, finally decided that men like Catiline ought not to enjoy life for one hour. When Lentulus and the others had been killed, Cicero made this announcement: "They have lived."

(10-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

IV

Read the passage through several times before beginning to write the translation.

Cicero claims that he alone has saved the state.

Haec ego et multa alia cogitans hoc videbam, si causam publicam mea mors peremisset,¹ neminem umquam fore qui auderet suscipere contra improbos civis salutem rei publicae. Itaque non solum si vi interissem,² sed etiam si morbo exstinctus essem, fore putabam ut exemplum rei publicae conservandae mecum simul interiret. Quis enim umquam me a senatu populoque Romano tanto omnium bonorum studio non restituto³—quod certe, si essem interfectus, accidere non potuisset—ullam rei publicae partem cum sua minima invidia auderet attingere? Servavi igitur rem publicam discessu meo, iudices; caedem a vobis liberisque vestris, vastitatem, incendia, rapinas⁴ meo dolore depuli, et unus rem publicam servavi. Neque enim in hoc me hominem esse infitiabor umquam, ut me optimo fratre, carissimis liberis, fidissima coniuge, vestro conspectu, patria, hoc honoris gradu sine dolore caruisse glorier.⁵ Quod si fecissem, quod a me beneficium haberetis?

CICERO, *Pro Sestio*, 49

¹ *peremisset*, from *perimo*, 'ruin.' ² *interissem*, from *intereo*, 'perish.' ³ *restituto*, from *restituo*, 'restore.' ⁴ *rapinas*, from *rapina*, 'robbery.' ⁵ *glorier*, from *glorior*, 'boast.'

LATIN 5—LATIN POETS (PRESCRIBED SELECTIONS AND SIGHT TRANSLATION)

Wednesday, June 20

9 a.m. Two hours

Translate the following passages, and answer the questions. The translation should be exact, but in clear and natural English. It is important that enough time be given to II to deal with it satisfactorily.

I

1. Pervigilem superest herbis sopire draconem,
qui crista linguisque tribus praesignis et uncis 150
dentibus horrendus custos erat arboris aureae.
Hunc postquam sparsit Lethaei gramine suci
verbaque ter dixit placidos facientia somnos,
quae mare turbatum, quae concita flumina sistunt,
somnus in ignotos oculos sibi venit, et auro 155
heros Aesonius potitur; spolioque superbus
muneris auctorem secum, spolia altera, portans
victor Iolcias tetigit cum coniuge portus.

OVID, *Metamorphoses*, vii, 149-158

- a) To whom does *heros Aesonius* (verse 156) refer? *coniuge* (158)?
b) Tell briefly the rest of the story of these two.
c) Explain the meaning of *Lethaei suci* (152) and of *auro* (155).
d) Copy verses 150 and 157, and indicate the quantity of each syllable and the division into feet.

2. “Da propriam, Thymbraee, domum, da moenia fessis 85
et genus et mansuram urbem; serva altera Troiae
Pergama, reliquias Danaum atque immitis Achilli.”
Vix ea fatus eram; tremere omnia visa repente, 90
liminaque laurusque dei, totusque moveri
mons circum et mugire adytis cortina reclusis.
Summissi petimus terram, et vox fertur ad auris:
“Dardanidae duri, quae vos a stirpe parentum
prima tulit tellus, eadem vos ubere laeto 95
accipiet reduces. Antiquam exquirite matrem.
Hic domus Aeneae cunctis dominabitur oris,
et nati natorum et qui nascentur ab illis.”

VERGIL, *Aeneid*, iii, 85-87, 90-98

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

- a) Who is speaking in verses 85–87? Who is meant by *dei* (91)? Explain the significance of the name *Dardanidae* (94).
- b) What was the meaning of the command in verse 96? How was it misunderstood? By whom was the mistake revealed?
- c) What two other prophecies were given to the *Dardanidae* during their wanderings?

II

Read the passage through several times before beginning to write the translation.

*Jupiter tells of the transformation of the
impious tyrant Lycaon.*

Contigerat nostras infamia temporis aures;
quam cupiens falsam summo delabor Olympo
et deus humana lustris sub imagine terras.
Longa mora est, quantum noxae¹ sit ubique repertum
enumerare. Minor fuit ipsa infamia vero.
Maenala² transieram latebris horrenda ferarum;
Arcadis³ hinc sedes et inhospita tecta tyranni
ingredior, traherent cum sera crepuscula⁴ noctem.
Signa dedi venisse deum, vulgusque precari
coeperat. Inridet primo pia vota Lycaon,
mox ait: "Experiar, deus hic, discrimine aperto,
an sit mortalis. Nec erit dubitabile verum."
Nocte gravem somno necopina⁵ perdere morte
me parat; haec illi placet experientia veri.
. Ego vindice⁶ flamma
in dominum dignosque everti tecta Penates.
Territus ipse fugit, nactusque silentia ruris
exululat frustra loqui conatur; ab ipso
colligit os rabiem, solitaeque cupidine caedis
vertitur in pecudes, et nunc quoque sanguine gaudet;
fit lupus et veteris servat vestigia formae.

OVID, *Metamorphoses*, i, 211–225, 230–237

¹ *noxae*, from *noxa*, 'sin.' ² *Maenala*, -orum, a mountain range. ³ *Arcadis*, genitive of *Arcas*, 'Arcadian.'
⁴ *crepuscula*, from *crepusculum*, 'twilight.' ⁵ *necopina*, from *necopinus*, 'unexpected.'
⁶ *vindice*, from *vindex*, 'avenging.'

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(12-1)

1928

LATIN 6—ADVANCED COMPOSITION

Wednesday, June 20

9 a.m. One hour

In writing the following passage, consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

Since Cicero is to be believed, we cannot doubt that Verres was much more cruel than the other men whom the Roman people sent out in those times to govern the provinces. If, however, Cicero had not left us his speeches, we should not be able to find out what Verres did. Now we know that, while he was at Syracuse, he not only robbed that city of many beautiful things, but even put to death with the utmost cruelty Roman citizens who had opposed him. After he had returned home, the inhabitants of the island of Sicily asked Cicero to undertake their case against him. Using witnesses, Cicero very easily showed that Verres was worthy of punishment, and brought it about that he was forced to leave Rome.

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(13-1)

1928

LATIN P—SIGHT TRANSLATION OF PROSE

Wednesday, June 20

9 a.m. Two hours

Read each passage through several times before beginning to write the translation of it. The translation should be exact, but in clear and natural English.

Cicero claims that he alone has saved the state.

Haec ego et multa alia cogitans hoc videbam, si causam publicam mea mors peremisset,¹ neminem umquam fore qui auderet suscipere contra improbos civis salutem rei publicae. Itaque non solum si vi interissem,² sed etiam si morbo extinctus essem, fore putabam ut exemplum rei publicae conservandae mecum simul interiret. Quis enim umquam me a senatu populoque Romano tanto omnium bonorum studio non restituto³—quod certe, si essem interfectus, accidere non potuisset—ullam rei publicae partem cum sua minima invidia auderet attingere? Servavi igitur rem publicam discessu meo, iudices; caedem a vobis liberisque vestris, vastitatem, incendia, rapinas⁴ meo dolore depuli, et unus rem publicam servavi. Neque enim in hoc me hominem esse infitiabor umquam, ut me optimo fratre, carissimis liberis, fidissima coniuge, vestro conspectu, patria, hoc honoris gradu sine dolore caruisse glorier.⁵ Quod si fecissem, quod a me beneficium haberetis?

CICERO, *Pro Sestio*, 49

¹ *peremisset*, from *perimo*, 'ruin.' ² *interissem*, from *intereo*, 'perish.' ³ *restituto*, from *restituo*, 'restore.' ⁴ *rapinas*, from *rapina*, 'robbery.' ⁵ *glorier*, from *glorior*, 'boast.'

King Deiotarus has been charged by his grandson, Castor, with plotting to kill Caesar.

Cum in omnibus causis gravioribus, C. Caesar, initio dicendi commoveri soleam vehementius quam videtur vel usus vel aetas mea postulare, tum in hac causa ita me multa perturbant ut, quantum mea fides studi mihi adferat ad salutem regis Deiotari defendendam, tantum facultatis timor detrahat. Primum dico pro capite fortunisque regis, quod ipsum etsi non iniquum est in tuo periculo, tamen est ita inusitatum regem reum capitis esse ut ante hoc tempus non sit auditum. Deinde eum regem, quem ornare antea cuncto cum senatu solebam pro perpetuis eius in nostram rem publicam meritis, nunc contra atrocissimum crimen¹ cogor defendere. Accedit ut accusatorum alterius crudelitate, alterius indignitate² conturber. Crudelem Castorem, ne dicam sceleratum et impium, qui nepos avum in capitis discrimen adduxerit, cuius senectutem tueri et tegere debebat, avi servum corruptum praemiis ad accusandum dominum impulerit! Sed tua, Caesar, praestans singularisque natura hunc mihi metum minuit. Non enim tam timeo quid tu de rege Deiotaro quam intellego quid de te ceteros velis iudicare.

CICERO, *Pro Rege Deiotaro*, 1, 2, 4

¹ *crimen*, 'accusation.' ² *indignitate*, 'worthlessness.'

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(14-1)

1928

LATIN Q—SIGHT TRANSLATION OF POETRY

Wednesday, June 20

9 a.m. Two hours

Read each passage through several times before beginning to write the translation of it. The translation should be exact, but in clear and natural English.

*Jupiter tells of the transformation of the
impious tyrant Lycaon.*

Contigerat nostras infamia temporis aures;
quam cupiens falsam summo delabor Olympo
et deus humana lustrō sub imagine terras.
Longa mora est, quantum noxae¹ sit ubique repertum
enumerare. Minor fuit ipsa infamia vero.
Maenala² transieram latebris horrenda ferarum;
Arcadis³ hinc sedes et inhospita tecta tyranni
ingredior, traherent cum sera crepuscula⁴ noctem.
Signa dedi venisse deum, vulgusque precari
cooperat. Inridet primo pia vota Lycaon,
mox ait: "Experiar, deus hic, discrimine aperto,
an sit mortalis. Nec erit dubitabile verum."
Nocte gravem somno necopina⁵ perdere morte
me parat; haec illi placet experientia veri.
. Ego vindice⁶ flamma
in dominum dignosque everti tecta Penates.
Territus ipse fugit, nactusque silentia ruris
exululat frustra que loqui conatur; ab ipso
colligit os rabiem, solitaeque cupidine caedis
vertitur in pecudes, et nunc quoque sanguine gaudet;
fit lupus et veteris servat vestigia formae.

OVID, *Metamorphoses*, i, 211-225, 230-237

¹ *noxae*, from *noxa*, 'sin.'
genitive of *Arcas*, 'Arcadian.'
necopinus, 'unexpected.'

² *Maenala*, -orum, a mountain range.
⁴ *crepuscula*, from *crepusculum*, 'twilight.'

³ *Arcadis*,
⁵ *necopina*, from

*Evander recalls meeting Anchises at
Pheneus in Arcadia.*

Dixerat Aeneas. Ille¹ os oculosque loquentis
iamdudum et totum lustrabat lumine corpus.
Tum sic pauca refert: "Ut te, fortissime Teucrum,

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

accipio agnoscoque libens! Ut verba parentis
 et vocem Anchisae magni vultumque recordor!
 Nam memini Hesionae visentem regna sororis
 Laomedontiaden Priamum, Salamina petentem,
 protinus Arcadiae gelidos invisere² finis.
 Tum mihi prima genas vestibat flore iuventas,
 mirabarque duces Teucros, mirabar et ipsum
 Laomedontiaden; sed cunctis altior ibat
 Anchises. Mihi mens iuvenali ardebat amore
 compellare virum et dextrae coniungere dextram.
 Accessi et cupidus Phenei sub moenia duxi.
 Ille mihi insignem pharetram Lyciasque sagittas
 discedens chlamydemque auro dedit intertextam,
 frenaque bina meus quae nunc habet aurea Pallas.³
 Ergo et quam petitis iuncta est mihi foedere dextra,
 et lux cum primum terris se crastina⁴ reddet,
 auxilio laetos dimittam opibusque iuvabo.”

VERGIL, *Aeneid*, viii, 152-171

¹ *ille* refers to Evander. ² *invisere*, from *inviso*, ‘come to see.’ ³ *Pallas*, son of Evander.

⁴ *crastina*, from *crastinus*, ‘to-morrow’s.’

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(15-1)

1928

Comprehensive Examination

LATIN

Wednesday, June 20

9 a.m. Three hours

Candidates offering Two-Year Latin (Latin Cp.2) will take Parts I and II.

Candidates offering Three-Year Latin (Latin Cp.3) will take either Parts II, III, and IV or Parts II, III, and V.

Candidates offering Four-Year Latin (Latin Cp.4) will take Parts IV, V, and VI.

Candidates who have credit for Three-Year Latin (Latin Cp.3) may complete their requirements in Latin by taking Parts V and VI (Latin Cp.H). If Vergil was included in Three-Year Latin, they should take Parts IV and VI (Latin Cp.K).

Divide your time fairly. Read the passages through before beginning to write. Use idiomatic English.

PART I

Translate:

A Roman consul outwits Hannibal.

Claudius Nero, cum necesse esset Hasdrubalem copiasque eius excidi antequam Hannibali fratri iungerentur, non suis copiis confisus, se Livio consuli alteri adiungere contendit. Cum tamen discessum suum ab Hannibale sentire nollet, decem milia fortissimorum militum delegit praecepitque legatis ut eadem stationes vigiliaeque agerentur,¹ totidem ignes incenderentur, eadem 5 facies² castrorum servaretur ne quid Hannibal suspicatus adgredi auderet. Cum deinde in Umbria occultatis itineribus Livio se iunxisset, vetuit castra ampliari ne Hasdrubal pugnam recusaret si consulum iunctas vires intellexisset. Hostem igitur inscium duplicatis adgressus copiis superavit et celerius 10 omni nuntio rediit ad Hannibalem. Ita ex duobus callidissimis³ ducibus Poenorum eodem consilio alterum celavit,⁴ alterum oppressit.

—FRONTINUS, i, 1, 9 (adapted)

¹ *agere*, here 'to maintain.'

² *appearance*.

³ *shrewd*.

⁴ *celare*, here 'to outwit.'

PART II

The references are to the passage in Part I.

1. Decline in the singular only: *discessum* (line 3), *itineribus* (l. 7), *vires* (l. 8);
in the feminine singular only: *alterum* (l. 11);
in the plural only: *ignes* (l. 5), *consilio* (l. 11).

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

2. Conjugate *iungerentur* (l. 2) in the present indicative passive;
sentiri (l. 4) in the imperfect indicative active;
adgredi (l. 6) in the imperfect subjunctive;
superavit (l. 9) in the present subjunctive active;
rediit (l. 10) in the future indicative.
3. Give the principal parts of: *excidi* (l. 1), *sentiri* (l. 4), *agerentur* (l. 5), *auderet* (l. 6), *rediit* (l. 10).
4. Compare *fortissimorum* (l. 4), *celerius* (l. 9).
5. Account for the case of the following words, showing the dependence of each construction in its sentence: *copias* (l. 1), *Hannibale* (l. 3), *Livio* (l. 7), *nuntio* (l. 10), *consilio* (l. 11).
6. Account for the mood of the following words, showing the dependence of each construction in its sentence: *iungerentur* (l. 2), *nollet* (l. 4), *agerentur* (l. 5), *iunctas (esse)* (l. 8), *intellexisset* (l. 8).
7. Account for the tense of *incenderentur* (l. 5), *iunxisset* (l. 7), *iunctas (esse)* (l. 8).
8. Translate into Latin:

Candidates for Cp.3 will omit this question.

- a) If you wish to enjoy peace, throw down your arms before we attack the city.
- b) The soldiers of the tenth legion loved Caesar with such devotion that they were willing to endure the greatest hardships for him.
- c) The scouts by whom we have been informed about the enemy's plan point out that a great opportunity is offered us.

PART III

In writing the following passage consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

The fame of a certain commander had reached the enemy into whose country he was marching, so that they even believed that he was a god. So when they saw him, they hesitated to approach him. Finally one of them, an old man, was brave enough to ask that he be permitted to touch his hand. When this was granted, since the others saw that he was unharmed, they all became eager to do the same. Who knows who that famous general was? Was he worthy of the trust of his friends?

PART IV

Translate the passage and answer the questions set below:

Cicero pleads with Antony to reform, and defies his threats.

Respice, quaeso, aliquando rem publicam; quibus ortus sis, non quibuscum vivas considera: mecum, ut voles, in gratiam redibis; redi cum re publica in gratiam. Sed de te tu videris;¹ ego de me ipse profitebor. Defendi rem publicam adulescens, non deseram senex: contempsi Catilinae gladios, non pertimescam tuos. Quin etiam corpus libenter obtulerim, si repraesentari² 5 morte mea libertas civitatis potest, ut aliquando dolor populi Romani pariat, quod iam diu parturit!³ Etenim si ante annos prope viginti hoc ipso in templo negavi posse mortem immaturam esse consulari, quanto verius nunc negabo seni? Mihi vero, patres conscripti, iam etiam optanda mors est, perfuncto⁴ rebus eis, quas adeptus sum quasque gessi. Duo modo haec opto, unum, ut 10 moriens populum Romanum liberum relinquam—hoc mihi maius ab dis immortalibus dari nihil potest—; alterum, ut ita cuique eveniat, ut de re publica quisque mereatur.

—*Philippics*, ii, 118–19 (adapted)

¹ Future perfect used as imperative. ² *repraesentare*, 'to achieve forthwith.' ³ *parturire*, 'to desire to bring forth.' ⁴ *perfungi*, 'to accomplish.'

1. Explain the meaning of the following words from their Latin derivation: *offer*, *senile*, *option*, *event*.
2. Against whom were Cicero's *Philippics* directed? Give a brief account of the period of Cicero's life in which they were written.

Candidates for Cp.3 will omit the following question.

3. Account for the mood and tense of: *vivas* (l. 2), *relinquam* (l. 11), *mereatur* (l. 13), and the case of: *quanto* (l. 8), *rebus* (l. 10); and show the dependence of each construction in its sentence.

PART V

Translate the passage and answer the questions set below:

Juno urges Turnus to attack the Trojans during the absence of Aeneas, who is seeking the aid of Evander.

Atque ea diversa penitus dum parte geruntur,
Irim de caelo misit Saturnia Iuno
audacem ad Turnum. Luco tum forte parentis
Pilumni Turnus sacrata valle sedebat.
Ad quem sic roseo Thaumantias¹ ore locuta est:
"Turne, quod optanti divum promittere nemo
auderet, volvenda dies, en, attulit ultro.

(THIS EXAMINATION IS CONTINUED ON PAGE 4)

Aeneas, urbe et sociis et classe relictā,
 sceptrā Palatini sedemque petit Euandri.
 Nec satis: extremas Corythi penetravit ad urbes 10
 Lydorumque manū, collectos armat agrestis.
 Quid dubitas? nunc tempus equos, nunc poscere currus.
 Rumpe moras omnis et turbata arripe castra.”
 Dixit, et in caelum paribus se sustulit alis
 ingentemque fuga secuit sub nubibus arcum. 15
 Agnovit iuvenis duplicisque ad sidera palmas
 sustulit ac tali fugientem est voce secutus:
 “Iri, decus caeli, quis te mihi nubibus actam
 detulit in terras? Unde haec tam clara repente
 tempestas? Medium video discedere caelum 20
 palantisque² polo stellas. Sequor omina tanta,
 quisquis³ in arma vocas.”

—*Aeneid*, ix, 1–22

¹ *I.e.*, Iris. ² *palari*, ‘to wander.’ ³ Supply *es qui*.

1. Copy lines 16 and 17, divide them into feet, and mark the quantities of the syllables.
2. Give a brief account of the relations existing between Vergil and Augustus.

Candidates for Cp.3 will omit the following question.

3. Why is Juno called “Saturnia” (l. 2)? Point out an example of anaphora in the passage. Account for the mood of *auderet* (l. 7). Point out a metrical peculiarity in line 9. Give the equivalent prose construction for *luco* (l. 3).

PART VI

In writing the following passage consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

Can we doubt that the Greeks greatly admired their poets and even called them holy? It is said that one of the bards of olden time sang so sweetly that rivers stood still, and animals forgot their prey to listen to his voice. Furthermore, if Alexander the Great, when he made his expedition into Asia, had not taken with him writers of great ability, we should not know what he accomplished. Some years later, before Greece became a Roman province, libraries¹ were built in Pergamum and at Alexandria, for the sake of preserving those very books which all the best educated persons read to this day.

¹ *bibliotheca*, -ae.

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(c-1)

1928

LATIN

Tuesday, September 18

9 a.m. Three hours

Candidates offering Two-Year Latin (Latin Cp.2) will take Parts I and II.

Candidates offering Three-Year Latin (Latin Cp.3) will take either Parts II, III, and IV or Parts II, III, and V.

Candidates offering Four-Year Latin (Latin Cp.4) will take Parts IV, V, and VI.

Candidates who have credit for Three-Year Latin (Latin Cp.3) may complete their requirements in Latin by taking Parts V and VI (Latin Cp.H). If Virgil was included in Three-Year Latin, they should take Parts IV and VI (Latin Cp.K).

Divide your time fairly. Read the passages through before beginning to write. Use idiomatic English.

PART I

Translate:

The Bituriges fail to receive aid from the Aedui.

Vercingetorix celeriter coacto exercitu Lucterium, summae hominem audaciae, cum parte copiarum in Rutenos mittit; ipse in Bituriges proficiscitur. Eius adventu Bituriges ad Aeduos, quorum erant in fide, legatos mittunt subsidium rogatum quo facilius hostium copias sustinere possint. Aedui copias equitatus peditatusque subsidio Biturigibus mittunt. Qui cum ad flumen Li- 5 gerim venissent, quod Bituriges ab Aeduis dividit, paucos dies ibi morati neque flumen transire ausi domum revertuntur. Suis renuntiant se Biturigum perfidiam veritos revertisse, quibus id consili fuisse cognoverint ut, si flumen transissent, una ex parte ipsi, altera Arverni se circumsisterent. Id eane de causa an perfidia adducti fecerint non videtur pro certo esse proponendum. 10 Bituriges eorum discessu statim cum Arvernis iunguntur.

—*De Bello Gallico*, vii, 5 (adapted)

PART II

The references are to the passage in Part I.

1. Decline in the singular only: *fide* (line 3), *ipsi* (l. 9) all genders;
in both singular and plural: *domum* (l. 7) all forms;
in the plural only: *parte* (l. 2), *subsidio* (l. 5), *flumen* (l. 7).
2. Conjugate *coacto* (l. 1) in the pluperfect subjunctive active;
mittunt (l. 5) in the present subjunctive passive;
ausi (l. 7) in the future indicative active.
fecerint (l. 10) in the imperfect indicative active.
Name and give the six infinitives of *iunguntur* (l. 11).

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

3. Give the principal parts of: *sustinere* (l. 4), *renuntiant* (l. 7), *veritos* (l. 8), *cognoverint* (l. 8), *circumsisterent* (l. 9).
4. Compare *summae* (l. 1), *facilius* (l. 4).
5. Account for the case of the following words, showing the dependence of each construction in its sentence: *audaciae* (l. 2), *subsidio* (l. 5), *dies* (l. 6), *domum* (l. 7), *eorum* (l. 11).
6. Account for the mood of the following words, showing the dependence of each construction in its sentence: *possint* (l. 4), *venissent* (l. 6), *revertisse* (l. 8), *fecerint* (l. 10).
Explain fully the construction of *rogatum* (l. 4).
7. Account for the tense of: *possint* (l. 4), *venissent* (l. 6), *revertisse* (l. 8), *fecerint* (l. 10).
8. Translate into Latin:

Candidates for Cp.3 will omit this question.

- a) The centurion who was put in command of the first cohort was much braver than the others.
- b) The Romans so excelled their foes in knowledge of war that they easily conquered all Gaul.
- c) At dawn we shall send horsemen in all directions to find out where the enemy's camp is pitched.

PART III

In writing the following passage consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

After the brothers, Romulus and Remus, had established their grandfather as king at Alba Longa, they stood, one on one hill, and one on the other, to observe the auspices, by which they thought they could decide which of the two would found a new city. Since six birds¹ appeared to Remus before his brother saw anything, he had no doubt that he was pointed out by the gods. He would have become king if twelve birds had not later flown across the sky toward Romulus.

¹ *avis*, -is.

PART IV

Translate the passage and answer the questions set below:

Is it right to sin through loyalty to a friend?

Quam ob rem id primum videamus, si placet, quatenus¹ amor in amicitia progredi debeat. Num si Coriolanus habuit amicos, ferre contra patriam arma illi cum Coriolano debuerunt? Ti. quidem Gracchum rem publicam vexantem a Q. Tuberone aequalibusque amicis derelictum videbamus. At C. Blossius

(c-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

Cumanus cum ad me deprecatum venisset, hanc ut sibi ignoscerem causam 5
 adferebat, quod tanti Ti. Gracchum fecisset ut quidquid ille vellet sibi
 faciendum putaret. Tum ego: "Etiamne si te in Capitolium faces ferre vel-
 let?" "Numquam," inquit, "voluisset id quidem; sed si vouluisset, paruissem."
 Videtis quam nefaria vox! Et hercule ita fecit vel plus etiam quam dixit; non
 enim paruit ille Ti. Gracchi temeritati, sed praefuit, nec se comitem illius 10
 furoris, sed ducem praebuit. Itaque hac amentia, quaestione nova perterritus,
 in Asiam profugit, ad hostes se contulit, poenas rei publicae graves iustasque
 persolvit. Nulla est igitur excusatio peccati si amici causa peccaveris.

—*De Amicitia*, 36–37 (adapted)

¹ *how far*.

1. Explain the meaning of the following words from their Latin derivation: *debt*, *derelict*, *deprecate*, *penal*.
2. "During the greater part of his political life, Cicero had no choice before him but a choice of evils." Give briefly your reasons for agreeing or for disagreeing with this statement.

Candidates for Cp.3 will omit the following question.

3. Account for the mood and tense of *debeat* (l. 2), *putaret* (l. 7), *vellet* (l. 7), and the case of *tanti* (l. 6), *temeritati* (l. 10); and show the dependence of each construction in its sentence.

PART V

Translate the passage and answer the questions set below:

The Trojan embassy arrives at the court of Evander.

Forte die sollemnem illo rex Arcas honorem
 Amphitryoniadae¹ magno divisque ferebat
 ante urbem in luco. Pallas huic filius una,
 una omnes iuvenum primi pauperque senatus
 tura dabant, tepidusque cruor fumabat ad aras. 5
 Ut celsas videre rates atque inter opacum
 adlabi nemus et tacitis incumbere² remis,
 terrentur visu subito cunctique relictis
 consurgunt mensis. Audax quos rumpere Pallas
 sacra vetat, raptoque volat telo obvius ipse, 10
 et procul e tumulo: "Iuvenes, quae causa subegit
 ignotas temptare vias? quo tenditis?" inquit.
 "Qui genus? unde domo? pacemne huc fertis an arma?"
 Tum pater Aeneas puppi sic fatur ab alta

paciferaeque manu ramum praetendit olivae: 15
 "Troiu genas ac tela vides inimica Latinis,
 quos illi bello profugos egere superbo.
 Euandrum petimus. Ferte haec et dicite lectos
 Dardaniae venisse duces socia arma rogantis."
 Obstipuit tanto percussus nomine Pallas: 20
 "Egredere o quicumque es," ait "coramque parentem
 adloquere ac nostris succede penatibus hospes."
 —*Aeneid*, viii. 102–23

¹ *I.e.*, Hercules. ² Supply a personal subject.

1. Copy lines 18 and 19, divide them into feet, and mark the quantities of the syllables.
2. A certain scholar maintains that the *Aeneid* is, in its main intention, a religious poem. Discuss this opinion.

Candidates for Cp.3 will omit the following question.

3. Explain the force of the prefix in *consurgunt* (l. 9), *praetendit* (l. 15). Explain the case of *genus* (l. 13). Give the equivalent prose construction for *huic una* (l. 3). Account for the word order in *Audax quos* (l. 9).

PART VI

In writing the following passage consider at every step the meaning rather than the English form of expression. Translate ideas rather than words.

Translate into Latin:

At Syracuse, not far from the harbor, is an extremely beautiful fountain of great size. A Roman poet tells us why it is called Arethusa. The story is that a certain nymph, Arethusa by name, who lived on the other shore of the Adriatic,¹ tried to escape from the river god, Alpheus, who was pursuing her. Fearing that he would overtake her, she prayed to Diana to help her. So, before the god could seize her, the goddess changed her into a stream of water which flowed under the sea toward Sicily and emerged on an island near Syracuse. The ancients believed that if anything should be thrown into the river Alpheus, it would later appear in this fountain.

¹ *Mare Superum*.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(1-1)

1928

MATHEMATICS A—ELEMENTARY ALGEBRA

Monday, June 18

9:30 a.m. Three hours

(For separate question papers in Mathematics A1 and A2 see pages 3 and 4.)

1. a) Factor $a^4 - (5a+6)^2$.

b) Solve $\frac{4}{x+1} + \frac{x}{1-x} = \frac{1}{x-1} + \frac{x^2-3}{1-x^2}$.

2. a) Simplify $\frac{\frac{1}{5} + \frac{1}{2a}}{4a - \frac{25}{a}}$.

b) Solve for x , y , and z and check your results:

$$5x - 7y - z = 16,$$

$$3x - 2y + 2z = 10,$$

$$2x + y = 3.$$

3. a) Simplify $2\sqrt{\frac{5}{3}} - \sqrt{60}$.

Find the value of the result to the nearest tenth.

b) Simplify $\frac{b^{\frac{1}{2}}}{b^{-\frac{1}{2}} + b^{-\frac{3}{2}}}$.

4. a) Solve the quadratic equation:

$$\frac{x^2}{4m} + \frac{x}{2} + k = 0.$$

b) State the nature of the roots of $2x^2 - 5x - 6 = 0$, and give their sum and product without solving the equation.

5. Plot the graph of the equation $y = 2x^2 - 12x + 20$ for values of x from 0 to 6 inclusive, and estimate from your graph the values of x for which $y = 6\frac{1}{2}$.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

6. Solve the following equations for x and y , and pair your answers:

$$\begin{aligned}x^2 + y^2 &= 5, \\ xy &= -2.\end{aligned}$$

7. A balloon B is 1,613 feet directly above a point C on a level plain. An observer stands on this plain at a point A 2,871 feet from C . Using logarithms, find the angle of elevation of the balloon from the observer.

8. a) Write the first three terms of the expansion of

$$(a+b)^n.$$

- b) Find and simplify the sixth term of

$$\left(2a - \frac{b}{2}\right)^8.$$

9. A dealer in rare books arranged 31 books on a shelf from left to right in order of their prices, the price of each book differing from the prices of the adjacent ones by \$2.00. He then noticed that for the price of the book at the extreme right a customer could buy the middle book and an adjacent one. Did he mean adjacent to the right or to the left? What was the total value of the books?
10. A on a motorcycle and B in an automobile start together and by the same road for a town 45 miles away. B travels the entire distance at a uniform rate of speed; A starts at a rate of speed that is 15 miles an hour greater than that of B . When A has gone one-third of the distance he is delayed for half an hour and travels the rest of the way at a rate that is 20 per cent less than his original rate. A reaches his destination 15 minutes before B . Find the rate of speed at which each started.

MATHEMATICS A1—ALGEBRA TO QUADRATICS

Monday, June 18

9:30 a.m. Two hours

(For question paper in Mathematics A see page 1.)

1. a) Factor $a^4 - (5a+6)^2$.

b) Simplify $\frac{\frac{1}{5} + \frac{1}{2a}}{4a - \frac{25}{a}}$.

c) Simplify $9x^3y^2z\sqrt[3]{x^6} \div \sqrt{y^4z^2}$.

2. Solve the following equation and check your result:

$$\frac{4}{x+1} + \frac{x}{1-x} = \frac{1}{x-1} + \frac{x^2-3}{1-x^2}.$$

3. a) Simplify $2\sqrt{\frac{5}{3}} - \sqrt{60}$.

Find the value of the result to the nearest tenth.

- b) A man walked 1,000 yards up a slope which makes an angle of $20^\circ 15'$ with the horizontal plane. How high was he then above the horizontal plane from which he started?
4. A dealer has two kinds of tea worth 60 cents and 70 cents a pound, respectively. How many pounds of each must be taken to make a mixture of 130 pounds worth 66 cents a pound?
5. Plot the graph of the equation $y = 2x^2 - 12x + 20$ for values of x from 0 to 6 inclusive, and estimate from your graph the values of x for which $y = 6\frac{1}{2}$.
6. A boat starts in 12 minutes and the landing is 1 mile away. If you walk 4 miles an hour and you run 8 miles an hour, how many minutes may you walk and how many must you run in order to reach the landing just in time to board the boat?

MATHEMATICS A2—QUADRATICS AND BEYOND

Monday, June 18

9:30 a.m. Two hours

(For question paper in Mathematics A see page 1.)

1. Solve for x , y , and z and check your results:

$$5x - 7y - z = 16,$$

$$3x - 2y + 2z = 10,$$

$$2x + y + 3z = 6.$$

2. a) Simplify $\frac{b^{\frac{1}{2}}}{b^{-\frac{1}{2}} + b^{-\frac{3}{2}}}.$

- b) Find and simplify the sixth term of

$$\left(2a - \frac{b}{2}\right)^8.$$

3. a) Solve the quadratic equation:

$$\frac{x^2}{4m} + \frac{x}{2} + k = 0.$$

- b) State the nature of the roots of $2x^2 - 5x - 6 = 0$, and give their sum and product without solving the equation.

4. A balloon B is 1,613 feet directly above a point C on a level plain. An observer stands on this plain at a point A 2,871 feet from C . Using logarithms, find the angle of elevation of the balloon from the observer.

5. Solve the following equations for x and y , and pair your answers:

$$\begin{aligned} x^2 + y^2 &= 5, \\ xy &= -2. \end{aligned}$$

6. A on a motorcycle and B in an automobile start together and by the same road for a town 45 miles away. B travels the entire distance at a uniform rate of speed; A starts at a rate of speed that is 15 miles an hour greater than that of B . When A has gone one-third of the distance he is delayed for half an hour and travels the rest of the way at a rate that is 20 per cent less than his original rate. A reaches his destination 15 minutes before B . Find the rate of speed at which each started.

MATHEMATICS B—ADVANCED ALGEBRA

Wednesday, June 20

2 p.m. Two hours

1. Locate between consecutive integers each of the roots of the equation

$$x^3 + 3x^2 - x - 2 = 0.$$

Compute the value, correct to two decimal places, of the positive root.

2. Find all the solutions of the following system of simultaneous equations:

$$7x^2 - 8xy + y^2 = 13,$$

$$x^2 + xy + y^2 = 7.$$

3. Express the following determinant as a polynomial in terms of x :

$$\begin{vmatrix} x^3 & x^2 & x & 1 \\ 3 & 1 & 1 & 2 \\ 7 & 0 & 1 & 3 \\ 10 & 1 & 2 & 6 \end{vmatrix}$$

4. a) Solve the following equation completely: $2x^3 - 3x^2 - 3x + 2 = 0$.

b) If the roots of the equation $x^4 - 5x^2 + 7x + 1 = 0$ are a, b, c , and d , find an equation of which the roots are $a+2, b+2, c+2$, and $d+2$.

Omit one of the following three questions

5. a) Reduce $\frac{7+3i}{4-5i}$ to the form $a+bi$.

b) Four complex numbers are represented graphically by four points which divide into four equal arcs the circumference of a circle with its center at the origin. If one of the numbers is $6+8i$, what are the other three?

6. From a pack of 26 cards, each bearing a different letter of the alphabet, Smith draws a card at random. After the card is replaced and the cards are shuffled, Jones draws a card. What is the probability that Jones draws the same card that Smith did? What is the probability that both Smith and Jones draw the card lettered K ?
7. In the scale of notation with base five, write the first ten positive integers. In the same scale of notation prove that $3+4=12$ and $3 \times 4=22$.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(18-1)

1928

MATHEMATICS C—PLANE GEOMETRY

Thursday, June 21

9 a.m. Three hours

The question paper Mathematics D, Solid Geometry, is printed on page 2.

The question paper Mathematics CD, Plane and Solid Geometry—Major Requirement (one and one-half units), is printed on page 3.

The question paper Mathematics cd, Plane and Solid Geometry—Minor Requirement (one unit), is printed on page 4.

1. Prove: The locus of points equidistant from two given points is the perpendicular bisector of the line joining them.
2. Prove: If two polygons are similar, they can be divided into triangles which are similar and similarly placed.
3. Each side of a rhombus is 24 inches long and the larger angles are double the smaller angles. Find the area of the rhombus, leaving the answer in radical form.
4. Two equal and non-parallel chords, AB and CD , are drawn in a circle and extended through B and D to meet at P . Prove that PB is equal to PD .
5. Given two concentric circles with radii of 1 inch and 2 inches, draw AB a diameter of the large circle, intersecting the small circle in the points C and D , of which C is nearer to A . Using CB as a diameter draw a third circle and find the areas of the crescents formed by this circle and each of the concentric circles. Leave the answers in terms of π .
6. ABC is a right triangle with right angle at C . D is any point on BC nearer to B than to C , and E is the midpoint of AC . ED and AB produced meet at F . Prove that

$$\frac{FB}{FA} = \frac{BD}{DC}.$$

Suggestion: Draw BP from B parallel to AC and meeting EDF at P .

MATHEMATICS D—SOLID GEOMETRY

Thursday, June 21

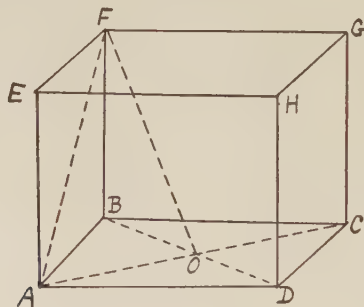
9 a.m. Two hours

The question paper Mathematics CD, Plane and Solid Geometry—Major Requirement (one and one-half units), is printed on page 3.

The question paper Mathematics cd, Plane and Solid Geometry—Minor Requirement (one unit), is printed on page 4.

Omit one of the first six questions

1. Prove: Two lines perpendicular to the same plane are parallel.
2. Prove: In two polar triangles, any angle of either is the supplement of the opposite side of the other.
3. How many planes may be passed through a given point and
 - a) perpendicular to a given line?
 - b) perpendicular to a given plane?
 - c) tangent to a given sphere?
 - d) tangent to a given cylindrical surface?
 - e) perpendicular to each of two given intersecting lines?
4. Prove: If two lines are parallel, and a plane be passed through each line so that these planes intersect in a third line, the intersection is parallel to the given lines.



5. The figure represents a rectangular parallelepiped; $AD=20$ inches, $AB=12$ inches, $AE=16$ inches. Find the volume of the pyramid $ABOF$.
6. A is a point on a line l of indefinite length. Describe fully the locus of points which are at the same time 5 inches from A and 3 inches from l .
7. The diameter of a sphere is 26 inches. Calculate the volume of a regular triangular prism of altitude 24 inches which is inscribed in the sphere.

MATHEMATICS CD—PLANE AND SOLID GEOMETRY

MAJOR REQUIREMENT (ONE AND ONE-HALF UNITS)

Thursday, June 21

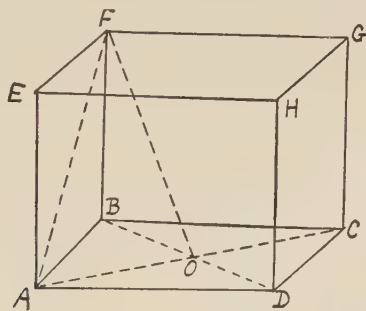
9 a.m. Three hours

For separate question papers in Mathematics C and Mathematics D see pages 1 and 2.

For question paper in Mathematics cd—Minor Requirement (one unit), see page 4.

This paper will be rated as a whole: separate credits will not be given on this paper for plane geometry and solid geometry.

1. Prove: If two polygons are similar, they can be divided into triangles which are similar and similarly placed.
2. Each side of a rhombus is 24 inches long and the larger angles are double the smaller angles. Find the area of the rhombus, leaving the answer in radical form.
3. Two equal and non-parallel chords, AB and CD , are drawn in a circle and extended through B and D to meet at P . Prove that PB is equal to PD .
4. Prove: Two lines perpendicular to the same plane are parallel.
5. Prove: In two polar triangles, any angle of either is the supplement of the opposite side of the other.



6. The figure represents a rectangular parallelepiped; $AD=20$ inches, $AB=12$ inches, $AE=16$ inches. Find the volume of the pyramid $ABOF$.
7. A is a point on a line l of indefinite length. Describe fully the locus of points which are at the same time 5 inches from A and 3 inches from l .
8. The diameter of a sphere is 26 inches. Calculate the volume of a regular triangular prism of altitude 24 inches which is inscribed in the sphere.

MATHEMATICS cd—PLANE AND SOLID GEOMETRY

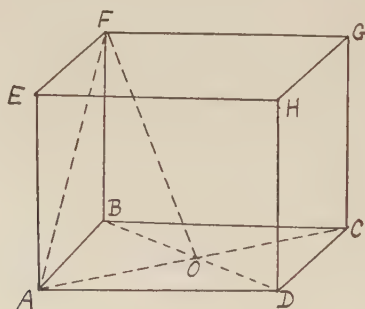
MINOR REQUIREMENT (ONE UNIT)

Thursday, June 21

9 a.m. Three hours

This paper will be rated as a whole; separate credits will not be given on this paper for plane and solid geometry.

1. Prove: If a line divides two sides of a triangle proportionally, it is parallel to the third side.
2. Each side of a rhombus is 24 inches long, and the larger angles are double the smaller angles. Find the area of the rhombus, leaving the answer in radical form.
3. Two equal and non-parallel chords, AB and CD , are drawn in a circle and extended through B and D to meet at P . Prove that PB is equal to PD .
4. Prove: Two lines perpendicular to the same plane are parallel.
5. How many planes may be passed through a given point and
 - a) perpendicular to a given line?
 - b) perpendicular to a given plane?
 - c) tangent to a given sphere?
 - d) tangent to a given cylindrical surface?
 - e) perpendicular to each of two given intersecting lines?



6. The figure represents a rectangular parallelepiped; $AD=20$ inches, $AB=12$ inches, $AE=16$ inches. Find the volume of the pyramid $ABOF$.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(17-1)

1928

MATHEMATICS E—PLANE TRIGONOMETRY

Wednesday, June 20

2 p.m. Two hours

1. a) Using figures, derive the values of $\sin 30^\circ$, $\tan 30^\circ$, $\sin 45^\circ$, $\tan 45^\circ$.
b) What are the values of $\sin 210^\circ$; $\tan 135^\circ$; $\cos (-45^\circ)$; $\tan 495^\circ$?
2. Solve the triangle ABC , given
$$a=25.2, A=31^\circ 30' (31.5^\circ), B=42^\circ 15' (42.25^\circ).$$
3. Find all the values of x between 0° and 360° which satisfy the equation
$$3 \cos x \cot x - 5 \csc x + 7 = 0.$$
4. Prove the addition theorem
$$\sin (x+y) = \sin x \cos y + \cos x \sin y$$
for acute angles x and y such that the sum is an acute angle.
5. Prove the identity
$$(1 - \cos 2A) \cot^2 \left(\frac{A}{2} \right) - \cos 2A = 4 \cos A + 3.$$
6. A triangle ABC with given sides a, b, c , is inscribed in a circle with the center of the circle inside the triangle. Explain a method of determining BD , where CD is a diameter, outlining in full the process of solving each triangle involved.

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(2-1)

1928

Comprehensive Examination

MATHEMATICS CP.3—ELEMENTARY MATHEMATICS

Monday, June 18

9:30 a.m. Three hours

For candidates who have submitted for admission school records in mathematics including only elementary algebra and plane geometry.

1. a) Factor $y^3 - 25xy^2 + 136x^2y$.
- b) In the formula $T = \frac{WV^2}{g}$, find V when $T = 8$, $W = 225$, and $g = 32$.
- c) How many terms are there in an arithmetic series if the first term is 2, the last term 86, and the common difference 7? $d = a + (n-1)d$

2. Find the values of x , y , and z in the equations

$$6x + 3y + 2z = 1$$

$$3x - 4z = 4$$

$$5x - y = 14$$

and check your results.

3. a) Write the middle term of the expansion of $(2x - 3y)^8$.
- b) Multiply $a^{\frac{1}{2}}b^{-1} - 2$ by $a^{-\frac{1}{2}} + 5a^{-1}b$ and check your work for the values $a = 4$ and $b = 3$.

Omit either Question 4 or Question 5

4. Solve the simultaneous equations

$$x^2 + y^2 = 25$$

$$x + y = 1$$

and check your results graphically.

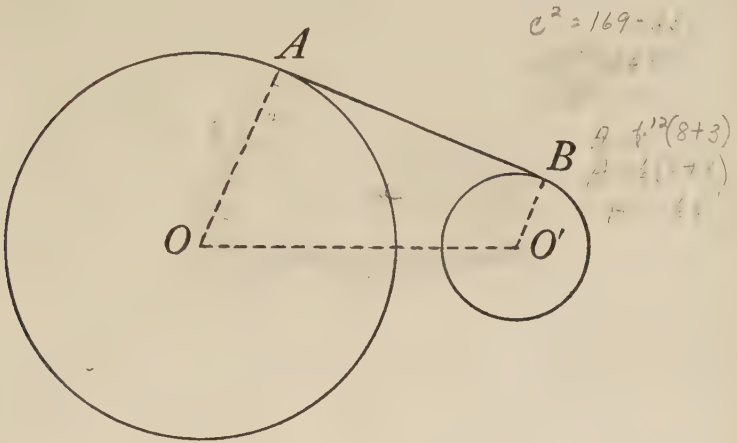
5. a) A ladder leaning against a wall makes an angle of $58^\circ 30'$ with the ground, and its foot is 8 feet from the wall. How far up the wall does the ladder reach?

- b) Find by logarithms the value of $\frac{0.2346 \sin 32^\circ 15'}{\tan 67^\circ 45'}$.

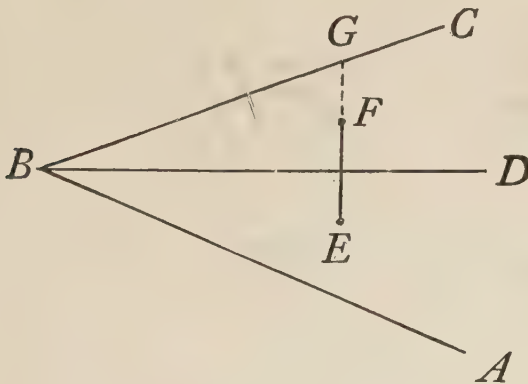
6. From a point on a circle of radius 5 inches two chords are drawn to the extremities of a diameter. The longer chord exceeds the shorter by 5 inches. Find the length of each chord, leaving your result in radical form.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

7. Prove that two triangles are congruent if three sides of one are equal respectively to three sides of the other.
8. Prove that if from a point outside a circle a secant and a tangent are drawn, the tangent is the mean proportional between the whole secant and its external segment.
9. Two circles with centers O and O' have the common tangent AB as shown in the accompanying figure. The larger one has a radius of 8 inches and the smaller a radius of 3 inches. Given $OO' = 13$ inches, find the area of $ABO'O$.



10. In the following figure BD is the bisector of angle ABC ; it is also the perpendicular bisector of EF . Explain how you would find the center of a circle that passes through E and F and is tangent to BA and BC . (The theorem of Question 8 may be used.)



ELEMENTARY MATHEMATICS

Wednesday, September 19

9 a.m. Three hours

For candidates who have submitted for admission school records in mathematics including only elementary algebra and plane geometry.

Candidates offering both algebra and plane geometry will take Part I.

Candidates offering only algebra will take Part II.

Candidates offering only plane geometry will take Part III.

PART I

For candidates offering both algebra and plane geometry.

1. a) Factor $y^2 - x^2 - z^2 - 2xz$.

b) Given $\frac{a}{c} = \frac{b}{d}$, find d in terms of the other letters.

c) Find the fourth term of the expansion of $(a^3 - b^2)^7$.

2. a) Simplify

$$- \frac{a^{-1} + y^{-1}}{a^{-1} - y^{-1}}.$$

b) Simplify

$$\sqrt[4]{36} + 8(4)^{-\frac{3}{2}} - \sqrt[3]{-27} - \left(\frac{2}{\sqrt{2}}\right)^2.$$

Omit either Question 3 or Question 4

3. Given the formula $k = \frac{l' - l}{l(t' - t)}$, express l in terms of the other letters and find l when $k = 0.00001$, $l' = 33.0165$, $t = 20$ and $t' = 70$.

4. a) In order to find the width of a river, a distance CK , 150 feet long, was measured along the bank, the point K being directly opposite a tree B on the other bank. The angle KCB was observed to be $27^\circ 15'$. Find the width of the river.

b) Find by means of logarithms the value of $\frac{31.05 \sin 62^\circ 45'}{0.0023}$.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

5. Solve the simultaneous equations

$$\begin{aligned}x^2 + y^2 &= 34 \\ xy &= -15\end{aligned}$$

and pair your results.

6. A picture, 8 inches by 5 inches, with a border around it, is placed in a rectangular frame. The width of this border is twice the width of the frame; and the area of the picture, border, and frame together is 154 square inches. What is the width of the frame?
7. Prove that if two parallel lines are cut by a transversal, the alternate interior angles are equal.
8. In a parallelogram $ABCD$, E is the midpoint of AB and F is the midpoint of AD . Draw EF and prove that the area of the figure $EBCDF$ is 7 times as large as the area of the triangle AEF .
9. The sides of a square piece of paper are 4 inches long. A regular octagon is formed by clipping the corners. Find the perimeter and the area of this regular octagon. Leave your answers in radical form.
10. The quadrilateral $ABCD$ is inscribed in a circle. The sides AD and BC are produced to meet at E , and a second circle is circumscribed about ABE . Prove that the tangent to this circle at E is parallel to CD .

PART II

For candidates offering algebra only.

11. a) Factor $y^2 - x^2 - z^2 - 2xz$.

b) Factor $a^7b - ab^3$.

c) Find the fourth term of the expansion of $(a^3 - b^2)^7$.

12. a) Given $\frac{\frac{a}{b}}{c} = \frac{a}{d}$, find d in terms of the other letters.

b) A and B together have m cents and A has n cents more than half as many as B . How many cents has B ?

13. a) Simplify

$$-\frac{a^{-1}+y^{-1}}{a^{-1}-y^{-1}}.$$

b) Simplify

$$\sqrt[4]{36+8(4)^{-\frac{3}{2}}}-\sqrt[3]{-27}-\left(\frac{2}{\sqrt{2}}\right)^2.$$

Omit either Question 14 or Question 15

14. Given the formula $k = \frac{l'-l}{l(l'-l)}$, express l in terms of the other letters and find l when $k = 0.00001$, $l' = 33.0165$, $l = 20$, and $l' = 70$.

15. a) In order to find the width of a river, a distance CK , 150 feet long, was measured along the bank, the point K being directly opposite a tree B on the other bank. The angle KCB was observed to be $27^\circ 15'$. Find the width of the river.

b) Find by means of logarithms the value of $\frac{31.05 \sin 62^\circ 45'}{0.0023}$.

16. Two automobiles starting at the same time traveled a distance of 60 miles, one going 6 miles per hour faster than the other and completing the journey $\frac{5}{6}$ of an hour sooner. How long was each on the way?

17. Solve the equation

$$2x^2 - 10.5x + 11 = 0,$$

giving the results to the nearest hundredth.

18. Solve the simultaneous equations

$$x^2 + 2y^2 = 59$$

$$xy = 15$$

and pair your answers.

19. A picture, 8 inches by 5 inches, with a border around it, is placed in a rectangular frame. The width of this border is twice the width of the frame; and the area of the picture, border, and frame together is 154 square inches. What is the width of the frame?

(h-3)

(THIS EXAMINATION IS CONTINUED ON PAGE 4)

PART III

For candidates offering plane geometry only.

20. Prove that if two parallel lines are cut by a transversal, the alternate interior angles are equal.
21. Prove that the areas of two similar triangles are to each other as the squares of any two corresponding sides.
22. In a parallelogram $ABCD$, E is the midpoint of AB , and F is the midpoint of AD . Draw EF and prove that the area of the figure $EBCDF$ is 7 times as large as the area of the triangle AEF .
23. In a triangle ABC , side AB is extended beyond B to D , and side AC is extended beyond C to E . Prove that the bisectors of the angles BAC , CBD , and BCE meet in a point.
24. The sides of a square piece of paper are 4 inches long. A regular octagon is formed by clipping the corners. Find the perimeter and area of this regular octagon. Leave your answers in radical form.
25. The quadrilateral $ABCD$ is inscribed in a circle. The sides AD and BC are produced to meet at E , and a second circle is circumscribed about ABE . Prove that the tangent to this circle at E is parallel to CD .

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(19-1)

1928

Comprehensive Examination

MATHEMATICS Cp. H—ADVANCED MATHEMATICS

Thursday, June 21

9 a.m. Three hours

For candidates who have submitted for admission school records which include one or more of the following branches of advanced mathematics: solid geometry, logarithms and trigonometry, advanced algebra.

Those who offer only one subject should answer the five questions under that subject. Those who offer two subjects should answer five questions under one subject and omit one question marked with an asterisk (*) under the other subject. Those who offer three subjects should omit all questions marked with an asterisk (*).

SOLID GEOMETRY

- *1. Prove that if a line is perpendicular to a given plane, every plane which contains this line is perpendicular to the given plane.
2. Prove that the volume of a triangular prism is equal to the product of its base by its altitude.
3. Given a plane m and a line l not perpendicular to m . Show how to construct at a given point P of the line l a line which shall be perpendicular to l and parallel to m . Prove the construction and show that no other line can fulfill the given conditions.
- *4. A bar of metal in the form of a right circular cylinder 8 feet long and having a radius of 3 feet is melted and recast into a right circular cone whose altitude equals the radius of its base. Compute the area of the curved surface of this cone, leaving your answer in terms of π and a radical.
5. Two points on the surface of a sphere, not the extremities of a diameter, are joined by a straight line. A plane rotates about this line as an axis. Describe accurately the locus of the centers of the sections of the sphere made by this plane.

LOGARITHMS AND TRIGONOMETRY

6. a) If $\sin A = \frac{3}{5}$ and $\cos A$ is negative, calculate the value of $\tan A$.
b) Compute by logarithms

$$\sqrt[3]{\frac{0.3067 (2.636)^2}{\pi}}$$

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

*7. Prove the identity:

$$\frac{\cos x - \sin x}{\cos x + \sin x} = \frac{\cos 2x}{1 + \sin 2x}.$$

8. In triangle ABC , $a=68$, $b=82$, and $c=96$. Compute the largest angle.

*9. Prove the Law of Cosines.

10. A triangle BCD is laid out on level ground with side CD 100 feet long and angles CDB and DCB respectively 43° and 76° . A flagpole AB stands at the vertex B , and a man at D finds that the angle of elevation of A is $38^\circ 43'$ (38.72°). Find the height AB .

ADVANCED ALGEBRA

11. Find the positive root of the equation $x^4 - 4x - 2 = 0$ correct to the nearest hundredth.

12. Given the system of equations:

$$4x - 5y - 4z + 3w = 0$$

$$7x + y + z + w = 34$$

$$4x - 10y + 4z - w = 6$$

$$x - 6y - 8z + 5w = -19.$$

Express z as the quotient of two determinants and evaluate the denominator.

*13. Find all the rational roots of the equation $f(x) = x^4 + 4x^3 + 10x^2 + 3x - 18 = 0$. How are the roots of the equation $f(-x) = 0$ related to the roots of the given equation $f(x) = 0$? Write the equation $f(-x) = 0$ and state the values of its rational roots.

14. What must be the value of k if the sum of two of the roots of the equation $x^3 - 3x^2 + kx - 3 = 0$ is zero?

*15. a) Add the complex quantities $3 - 3i$ and $3 + 4i$ and draw a figure representing graphically the two numbers and their sum.

b) Express the product $\frac{5-7i}{3+i} \times \frac{6+i}{2+i}$ as a single complex quantity in the form $a+bi$.

ADVANCED MATHEMATICS

Thursday, September 20

2 p.m. Three hours

For candidates who have submitted for admission school records which include one or more of the following branches of advanced mathematics: solid geometry, logarithms and trigonometry, advanced algebra.

Those who offer only one subject should answer the five questions under that subject. Those who offer two subjects should answer five questions under one subject and omit one question marked with an asterisk (*) under the other subject. Those who offer three subjects should omit all questions marked with an asterisk (*).

SOLID GEOMETRY

- * 1. Prove that if two parallel planes are cut by a third plane, the lines of intersection are parallel.
- 2. Prove that the volume of a triangular prism is equal to the product of its base by its altitude.
- * 3. If the sides of a spherical triangle are 65° , 56° , and 95° , and the radius of the sphere is 30 inches, find the area of the polar triangle in terms of π .
- 4. A cone of slant height 12 inches holds exactly 4 quarts of water. How far from the vertex should marks be placed on the slant height to indicate contents of 1 quart, 2 quarts, and 3 quarts? Leave your answer in radical form.
- 5. Describe the locus of points equidistant from two given intersecting planes and at a given distance d from a fixed point.

LOGARITHMS AND TRIGONOMETRY

- 6. Compute by means of logarithms

$$\sqrt[3]{\frac{.01634 \sin 25^\circ 24'}{.04326}}.$$

- * 7. Derive the law of sines.
- * 8. Find (without the use of tables) all the positive values of x less than 360° which satisfy the equation

$$\tan 2x + 2 \sin x = 0.$$

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

9. Derive a formula for the area of a regular polygon of n sides inscribed in a circle of radius r . Express your result in as simple a form as possible.
10. The sides of a city block measure $AB=423.2$, $BC=162.4$, $CD=420.8$, and $DA=160.6$ feet. Angle $ABC=90^\circ$. Find angle CDA .

ADVANCED ALGEBRA

- *11. Find all the roots of the equation

$$x^4 - 5x^3 - 2x^2 + 12x + 8 = 0.$$

12. Solve for y by means of determinants:

$$2x + 2y + 4z = 29$$

$$3x + 2y + 5z = 32$$

$$4x + 3y + 2z = 25.$$

13. Find the positive root of $x^3 - 3x - 1 = 0$ correct to the nearest tenth.

- *14. Solve the simultaneous equations

$$x^2 + 3xy - 8y^2 = -40$$

$$2x^2 + xy + 9y^2 = 60.$$

15. a) Rewrite $(2+i)^3$ in the form $a+bi$.

- b) Prove by mathematical induction that the sum of the first n odd integers is n^2 .

PHYSICAL GEOGRAPHY

Tuesday, June 19

2 p.m. Two hours

Answer ten questions.

Answer one question from Group I, one question from Group II, two questions from Group III, three questions from Group IV, and three additional questions selected from any of the groups.

No extra credit will be given for more than ten answers.

GROUP I

(Answer at least one question from this group)

1. Why is the sun not always the same distance from the earth? Explain the shifting of the heat equator and of the mean monthly isotherms on temperature charts of the world.
2. What is the relation between longitude and time? How does this relation affect reception of radio programs?
3. Name the planets of the solar system. Which is the largest, which is the smallest planet? Which two planets resemble the earth most closely?

GROUP II

(Answer at least one question from this group)

4. What is the composition of ocean water? Give three consequences that depend on the differences in composition between ocean water and river water.
5. Explain how the Labrador Current differs in origin from most ocean currents.
6. Explain, with the aid of a diagram, the formation of a sea-cliff and its associated terrace.

GROUP III

(Answer at least two questions from this group)

7. Why is there no distinctly dry coast at or near the equator?
8. Give and explain the yearly temperature range of: (1) Omsk, Siberia; (2) Batavia, Java; and (3) Seattle, Washington.
9. Give the conditions that cause a cold wave in the United States.
10. Name three functions of the air as a whole and one function each of its four most important constituents.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

GROUP IV

(Answer at least three questions from this group)

11. Explain, with the aid of a diagram, what is meant by a block mountain.
12. What are the chief features of a fiord coast region, and how is each of these features produced?
13. Describe two specific physiographic phenomena observed by you while on a field trip with your teacher of physical geography, and explain the origin and significance of these phenomena. State when and where the trip was made.
14. Discuss the definition: "A volcano is a burning mountain, belching forth fire, smoke, and lava."
15. Show, by a series of diagrams, how an oxbow lake is formed.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(28-1)

1928

PHYSICS

Friday, June 22.

2 p.m. Two hours

Answer ten questions as indicated below.

Number and letter each answer to correspond with the questions selected.

Indicate clearly your reasoning in each problem and state the units in which each answer is expressed.

PART I

(Answer all questions in this part)

1. A diver is working at a depth of 40 feet in fresh water.
 - a) What is the pressure (pounds per square inch) on the surface of his body due to the water?
 - b) Would the pressure be greater or less in salt water than in fresh? Why?
2. A boat, 14 feet long, is slung up by two vertical ropes, one at each end. If the tension in the bow rope is 350 pounds and that in the stern rope 400 pounds, calculate (a) the weight of the boat and (b) the distance of the center of gravity from the stern.
3. A certain volume of air is confined in a cylinder having an air-tight piston. The pressure on the piston is now doubled, without change of temperature.
 - a) What change takes place in the volume of the gas?
 - b) What change in the density?
 - c) If in doubling the pressure the temperature had been raised, would the change in volume have been greater or less? Explain.
 - d) What early experimenter discovered the relation used in the first part of this problem?
4.
 - a) What is the length of a closed organ pipe that has a frequency of 256 vibrations per second at a temperature of $20^{\circ}\text{C}.$?
 - b) How do changes of temperature of the air affect the pitch of the pipe?
5. For each of the following cases, *first*, name some material which possesses the given property and, *second*, state a practical use of this material depending on this property:
 - a) Large specific heat,
 - b) Poor thermal conductivity,
 - c) Large heat of vaporization,
 - d) Low melting-point,
 - e) Small coefficient of linear expansion.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

6. The photograph of a child 4 feet high is to be taken by a camera the lens of which has a focal length of 9 inches. The child stands 10 feet from the camera lens. How large is the image?
7. Show by a diagram how you would arrange a voltmeter and an ammeter to measure the resistance of an electric flatiron. If the instruments registered 110 volts and 6 amperes respectively, (a) what would be the resistance of the coils, and (b) what power would the iron require for its operation?

PART II

(Answer only three questions from this part. No credit will be given for answers to extra questions.)

8. The specific gravity of a given stone is 2.5. If a boy can lift 120 pounds, how heavy a stone can he raise to the surface of a pond?
9. On a certain hard-surfaced road the greatest retardation possible under ordinary driving conditions is 8 feet-per-second per second.
 - a) What is the shortest time in which a car can be stopped from 30 miles per hour?
 - b) How far will the car go while stopping?
10. A tin can, such as is used for oil, is filled to a depth of about 1 inch with water. The water is then boiled vigorously, and while steam is issuing from the opening, the screw cap is set tightly in place.
 - a) What is the pressure inside just as the cap is secured?
 - b) If the boiling is continued after the cap is in place, how will the temperature inside change? Why?
 - c) What would happen if the boiling were continued long? Why?
 - d) If the heater is removed as soon as the cap is tight, what change then takes place in the temperature inside? In the pressure?
 - e) What is likely to happen to the tin can by the time the temperature within the can becomes that of the room outside? Why?
11. An iron ball weighing 10 kilograms strikes the ground after falling from a height of 100 meters. If 60 per cent of the resulting heat remains in the ball, what is its rise in temperature? The mechanical equivalent of heat is 0.427 kilogram-meters per calorie, and the specific heat of iron is 0.11.
12.
 - a) What is the cause of refraction of light?
 - b) What does the term "index of refraction" mean?
 - c) If a book is held 1 meter from an electric lamp, it receives sufficient illumination. How many such lamps would be needed to get the same illumination with the book 3 meters away from them?

(28-2)

(THIS EXAMINATION IS CONTINUED ON PAGE 3)

13. In order to measure the distance of a street lamp from his window, a boy fastens a sheet of paper 1 foot square on the glass and finds that the shadow on the wall opposite is 14 inches square. The room is 12 feet wide.
- a) What definite property of light is he using?
 - b) How far from the window is the street light?
14. A shunt motor is to run on a 110-volt circuit. The resistance of the armature is 0.20 ohms. When running at full load, it takes 15 amperes.
- a) What is the back e.m.f. at full load?
 - b) If the machine were thrown on the line while the armature was standing still, what current would it take?
 - c) How would you control this starting current?
15. The following men have been pioneers in electrical progress. State briefly what contributions *five* of them have made: Ampere, Bell, Edison, Faraday, Franklin, Henry, Hertz, Ohm, Volta.

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

(m-1)

1928

PHYSICS

Thursday, September 20

9 a.m. Two hours

Answer ten questions as indicated below.

Number and letter each answer to correspond with the questions selected.

Indicate clearly your reasoning in each problem and state the units in which each answer is expressed.

PART I

(Answer all questions in this part)

1. A cube of metal 10 centimeters on each edge has a specific gravity of 8. If this cube is suspended from a spring balance so that exactly half of the cube is above the surface of water, what will the spring balance read in this position?
2. The following terms are often confused. Show clearly the difference in meaning between the two terms in each pair:
 - a) Work and power;
 - b) Velocity and acceleration;
 - c) Force and energy.
3. A uniform bar 6 feet long is pivoted 1 foot from one end and is loaded at this end with a weight of 80 pounds. The weight of the bar is 8 pounds. Find (a) the vertical force which must be applied at the other end to balance the bar horizontally; (b) the force exerted by the pivot.
4. *Rewrite these statements correcting all errors:*

Sound, a transverse wave motion, travels at approximately the rate of 186,000 feet per second in air, although the shorter waves, which produce the notes of higher pitch, go at a much faster rate. The speed increases as the atmospheric pressure increases, and decreases with rise in temperature. The loudness of sound depends upon the amplitude of the vibrations.
5. Cold water at 60° F. is run at a steady rate of 2 pounds per second into 200 pounds of hot water at 150° F. standing in a bath-tub, the mixture being stirred meanwhile.
 - a) What will be the temperature at the end of half a minute?
 - b) Explain why the actual results would differ slightly from those derived by calculation from the above data.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

6. a) What is meant by spectrum analysis?
b) Name two ways in which it has been of use in scientific work?
c) Name two wave phenomena essentially of the same nature as light but which the eye cannot perceive.
7. If electricity costs 10 cents per kilowatt hour, compute the cost of operating a 1-horsepower electric motor for 2 hours if its efficiency is 90 per cent.

PART II

(Answer only three questions from this part. No credit will be given for answers to extra questions.)

8. A train weighing 320 tons is traveling at 60 miles per hour.
a) What is its kinetic energy expressed in foot-pounds?
b) If the brakes are suddenly applied and produce a total retarding force equivalent to one-tenth of the weight of the train, how far will the train run, on a level line, before coming to rest?
9. An iron ball was dropped from an airplane moving horizontally eastward at the rate of 90 miles an hour. It reached the ground 1,056 feet east of the vertical line through the point at which it was dropped. How high was the airplane?
10. A 150-pound man drinks two cups of coffee for breakfast. (Call it a pound of water.) He takes it at 148° F. and of course cools it to his body temperature, 98° F. If the heat energy thus given could have been used to lift him vertically, how high would he have been taken? (778 foot-pounds = 1 B.T.U.)
11. a) Describe briefly an experiment which serves to prove that the boiling-point of water is made lower when the atmospheric pressure is reduced.
b) Explain this fact in terms of the molecular theory.
12. a) Describe a method for measuring the speed of light, illustrating your answer by a sketch.
b) What is the approximate numerical value for the speed of light?
13. a) Compute the frequency of the fundamental note of a child's tin whistle, consisting of a tube 3 centimeters long, closed at one end. Assume that the air has a temperature of 20° C.
b) A flash of lightning was seen, and five seconds later thunder was heard. How far away was the lightning? Assume the temperature of the air to be 20° C.

14. (a) Describe, with the aid of a diagram, the construction of an ammeter. (b) Upon what principle does its operation depend? (c) Explain why this particular instrument can or cannot be used to measure alternating currents.
15. a) A lamp is labeled "25 watts, 115 volts." Assuming the label to be correct, compute (1) the resistance of the filament and (2) the current taken by the lamp when properly used.
- b) An electric toaster has a resistance of 20 ohms. How much power does it use when connected to a 110-volt circuit? If electricity costs 10 cents per kilowatt hour, how much will it cost to run the toaster one-half an hour daily for a month of 30 days?

SPANISH

JUNE 1928

Thursday, June 21

2 p.m. Three hours

SPANISH CP.2. TWO-YEAR SPANISH

PAGES 2 AND 3

For candidates wishing credit for two years of Spanish.

Candidates wishing to offer Two-Year Spanish (Spanish Cp.2) and Third Year or Intermediate Spanish (Spanish B) will be expected to offer them not separately but together as Three-Year Spanish (Spanish Cp.3).

SPANISH B. THIRD YEAR OR INTERMEDIATE SPANISH PAGES 4, 5, 6, AND 7

For candidates who have credit for two years of Spanish and wish credit for Third Year or Intermediate Spanish (Spanish B).

SPANISH CP.3. THREE-YEAR SPANISH

PAGES 8, 9, 10, AND 11

For candidates wishing credit for three years of Spanish.

SPANISH CP.4. FOUR-YEAR SPANISH

PAGES 12, 13, 14, AND 15

For candidates wishing credit for four years of Spanish, including those who have credit for Two-Year Spanish (Spanish Cp.2) and Three-Year Spanish (Spanish Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

SPANISH CP.2—TWO-YEAR SPANISH

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Translate into English:

En una ciudad de Cuba vivía un zapatero muy industrioso. Trabajaba tan constante y diligentemente para que no le faltara nada a su familia, que no cuidaba de su propia salud. Un día sintiéndose enfermo fué desde luego a casa de un médico para que le curase. Allí tuvo que aguardar un buen rato porque el médico estaba ocupado, pero en fin le dijeron que pasase al despacho.

Después de haber saludado al médico, nuestro pobre hombre comenzó a hablar de su enfermedad, pero apenas había principiado cuando el médico le interrumpió diciendo: «Amigo, usted no tiene nada. Lo que ocurre es que usted trabaja demasiado y necesita más descanso. Por la visita me debe cinco pesos.» El enfermo pagó y se fué tan enojado que aun se le olvidó que se sentía enfermo.

Algunas semanas después llegó el médico con un par de zapatos viejos. Entró en la zapatería y poniendo los zapatos en el mostrador, dijo: «Quisiera saber si vale la pena remendar estos zapatos.»

El zapatero, habiéndolos examinado, respondió con una sonrisa en los labios: «Estos zapatos no valen absolutamente nada; los ha usado tanto que ya no se pueden componer. Lo que usted necesita es un par de zapatos nuevos. Por mis informes voy a cobrarle un peso.»

«¡Un peso!» gritó el médico. «Pero, si Vd. no ha hecho nada ¿cómo quiere que le pague un peso?»

«Es verdad,» repuso nuestro zapatero, «pero cuando yo estaba enfermo, Vd. no hizo nada y me cobró cinco.»

PART II

Translate into Spanish:

1. As I have not much to do this morning, I am going to write you a letter in Spanish.
2. I want you to see what I have done during two years of study.
3. If I make mistakes, please excuse me. Next year I shall not make so many.
4. We have three hours of Spanish a week. In the class there are more than twenty-five students.
5. My brother is also in the same school, and he always goes there with me.

(SPANISH CP.2 IS CONTINUED ON PAGE 3)

(22-2)

SPANISH CP.2—TWO-YEAR SPANISH (CONTINUED)

6. We like to study, but when it's fine weather, we prefer not to be in class.
7. This winter we've read several stories written by Spanish authors; of all of these stories I do not know which one is best.
8. If we had time and money, we should go to Mexico to spend the summer there.
9. When do you intend to come to see us? How many days will you be able to stay with us?
10. My parents are always asking for you. Write to them and tell them when you will arrive.

PART III

a) Write *only* the appropriate verb form and number each form carefully:

1. (saber) Yo no lo ——— ahora.
2. (sacar) Yo ——— mi reloj y lo miré.
3. (dormir) Anoche ella ——— diez horas.
4. (acostar) Ahora me ——— a las diez.
5. (hacer) ¿Qué quiere Vd. que yo ———?
6. (venir) Si él ———, no le recibiré.
7. (recibir) Después de ——— la carta, la contesté.
8. (decir) Me rogó que se lo ———.
9. (ser) Sería mejor que ——— así.
10. (ser) ——— las siete cuando llegué.
11. (oír) Yo temía que mi hermano no me ———.
12. (estar) Si nosotros ——— allí, le veríamos todos los días.
13. (salir) Es preciso que ellos ——— al momento.
14. (hacer) Ellos insistían en que nosotros lo ———.
15. (ver) Yo se lo diré cuando le ———.
16. (gustar) Éstos me ——— más que aquéllos.
17. (haber) ——— una explosión ayer.
18. (saber) Siento que él no lo ——— cuando se lo pregunté.
19. (estar) Él y yo ——— juntos cuando Vd. nos vió.
20. (volver) Espere Vd. a que ellos ———.

b) Rewrite the following sentences replacing the nouns by pronouns:

- (1) Está leyendo una novela. (2) No encontró a sus amigos. (3) Quería vender un libro a José. (4) Salió con los niños. (5) Mandé el dinero a su hermano.

c) Write sentences in Spanish illustrating the use of: (1) *tampoco*, (2) *nadie*, (3) *éste*, (4) *los míos*, (5) *aquello*.

Translate each sentence into English.

SPANISH B—THIRD YEAR OR INTERMEDIATE

Thursday, June 21

2 p.m. Three hours

For candidates who have credit for Two-Year Spanish (Spanish Cp.2) and wish credit for Third Year or Intermediate Spanish (Spanish B).

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Tradúzcase al inglés:

¡Sí; le habrían robado la cartera! Buscó. . . . Le faltaba. . . . Registró luego todos los bolsillos del traje. . . . Miró debajo de la cama, alzó las sillas, removió la cómoda, salió al pasillo, a la escalera, a la calle. Cuando volvió se tiró sobre la cama, se golpeó el pecho y maldijo.

Le habían robado.

Ya no podría casarse. ¿Quién le restituiría aquel dinero? ¿Su padre? ¡Infeliz! ¡Si le había mandado toda su fortuna, el pan de su vejez, en aquel cheque!

Lloró, lloró de nuevo. . . . Después sin sentido, como un irracional, avanzó pasillo adelante, dispuesto a buscar una pistola y a terminar de una vez con aquel oprobio.

Pero sonó el timbre y llegó la criada solícita.

—Han traído esto para usted.

Era un paquete, envuelto en un papelucho mugriento, y una carta. Rasgó el sobre. La letra era grosera y la ortografía detestable. . . . Decía:

«Es usted un imbécil. . . . Anoche estaba yo en la mesa inmediata, cuando usted en el café enseñó ese dinero. Me pareció usted un tonto y en seguida concebí el plan de robarle. ¡Quién hubiera hecho otra cosa! Le seguí, y apenas dió cuatro pasos tropecé con usted, introduje la mano en su bolsillo y me escapé con la cartera.

Cuando llegué a casa busqué las pesetas. Pero luego hice la tontería de leer la carta de su padre, y lo que es peor, hice la tontería de conmoverme. . . . Nada, que me hubiera remordido la conciencia por quedarme con su dinero.»

Había una firma extraña, ininteligible. Luego una postdata: «Me quedo con cinco duros porque yo no trabajo gratis.» Gabriel creía soñar. Al cabo, desdoblado el papelucho mugriento, encontró la cartera. Dentro estaban las dos mil pesetas, menos cinco duros. Pocos meses después Gabriel, trémulo de felicidad, se casaba. . . .

PART II

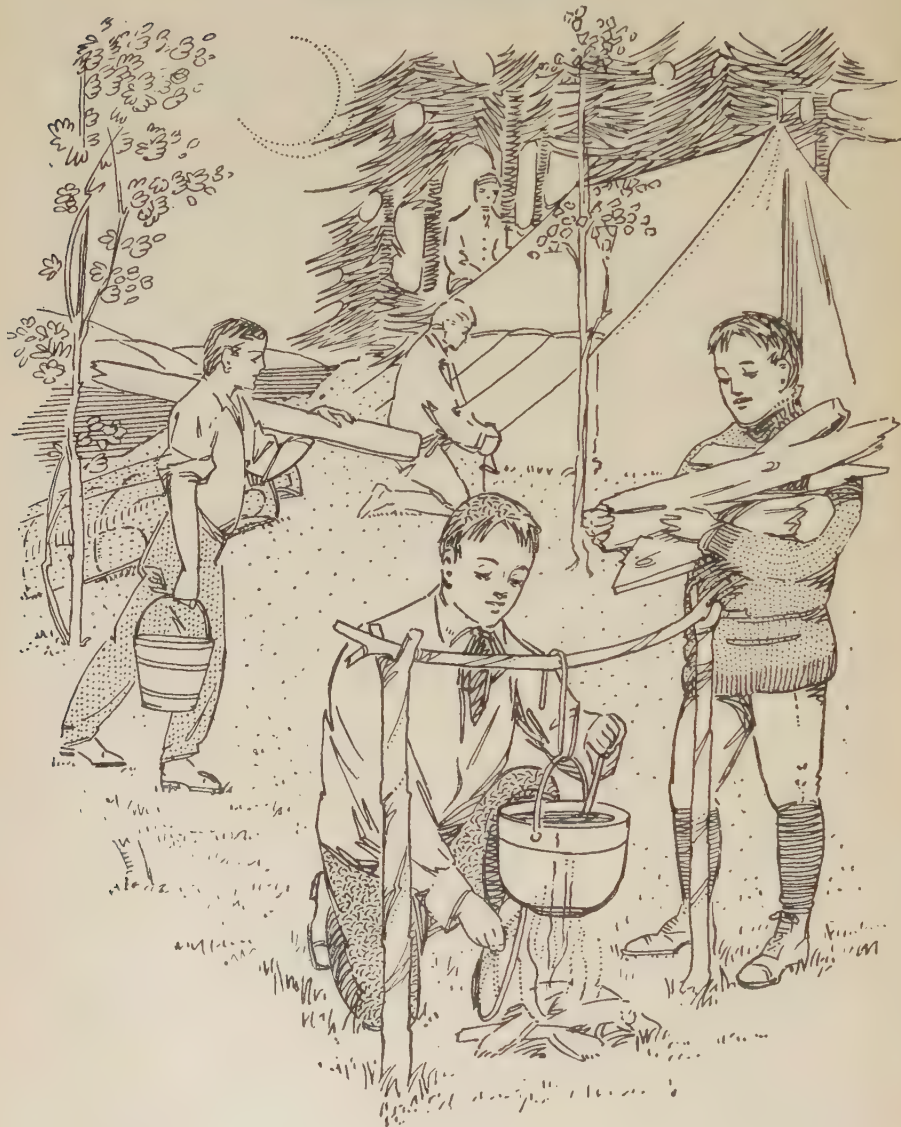
- a) Escribanse en español unas 150 palabras sobre lo que representa el grabado de la página 5. (Vocabulario: wood [*leña*], poles [*estacas*], kettle [*caldero*], pail [*cubo*], to set up a tent [*armar una tienda de campaña*].)

(SPANISH B IS CONTINUED ON PAGES 5, 6, AND 7)

(22-4)

SPANISH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

(SEE PAGE 4, PART II, a)



(SPANISH B IS CONTINUED ON PAGES 6 AND 7)

(22-5)

SPANISH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

b) Tradúzcase al español:

I have not forgotten that, on taking leave of you and your family, I promised to write as soon as I arrived in this city. I regret to say that it has been impossible for me to do so until now, in spite of the fact that I have been here for a week. I have been so busy since my arrival!

The trip was very agreeable. On the steamer I met a friend who was also going to Spain. I believe that you know him; his name is John White. He accompanied me as far as Seville where he intends to remain for a month, and then he will come to pass a few days with me.

Do not fail to write me often. You know how sad one feels in a foreign country. If you want me to send you some books, tell me so and I shall do it with pleasure.

I hope to leave Madrid the last of August, so that we shall see each other no doubt by the middle of September.

PART III

a) Escribanse las siguientes frases poniendo la forma plural siempre que sea posible.

1. No quiero hablarle porque no lo conozco.
2. Lo he visto alguna vez.
3. ¿Quién vino a verme?
4. No me diga que no hay carta para mí.
5. Ponga eso en el cajón.

b) Sustitúyanse los espacios en blanco por la forma conveniente de uno de los siguientes infinitivos: *venir, salir, haber, tener, poder*. Tradúzcanse las frases.

1. Se lo daría con gusto si lo ———.
2. Prometieron que ——— más tarde.
3. Ojalá que Ramón ——— venir con nosotros.
4. No creo que él ——— podido salir.
5. Cree que nosotros ——— a dar una vuelta.

c) Pónganse en forma negativa las siguientes frases:

1. Pregúntamelo a mí.
2. Él desea algo.
3. Abra Vd. la puerta o la ventana.
4. Hay alguien que habla inglés.
5. Póngase el sombrero y los guantes.

SPANISH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

d) Escribanse en español oraciones completas usando las siguientes palabras o frases:

(1) *acababa de*, (2) *hacia*, (3) *por mucho que*, (4) *cualquiera*, (5) *a fin de que*.
Tradúzcanse las oraciones al inglés.

e) Tradúzcase al español:

1. Although I could not see them, I knew they were there.
2. They say they will come with us tomorrow even though it is cold.
3. I wonder how old that boy is?
4. The windows were open. They were opened by one of us.
5. If we were as hungry as you, we should eat something.

SPANISH CP.3—THREE-YEAR SPANISH

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

a) Write *only* the appropriate verb form and number each form carefully:

1. (saber) Yo no lo ——— ahora.
2. (sacar) Yo ——— mi reloj y lo miré.
3. (dormir) Anoche ella ——— diez horas.
4. (acostar) Ahora me ——— a las diez.
5. (hacer) ¿Qué quiere Vd. que yo ———?
6. (venir) Si él ———, no le recibiré.
7. (recibir) Después de ——— la carta, la contesté.
8. (decir) Me rogó que se lo ———.
9. (ser) Sería mejor que ——— así.
10. (ser) ——— las siete cuando llegué.
11. (oír) Yo temía que mi hermano no me ———.
12. (estar) Si nosotros ——— allí, le veríamos todos los días.
13. (salir) Es preciso que ellos ——— al momento.
14. (hacer) Ellos insistían en que nosotros lo ———.
15. (ver) Yo se lo diré cuando le ———.
16. (gustar) Éstos me ——— más que aquéllos.
17. (haber) ——— una explosión ayer.
18. (saber) Siento que él no lo ——— cuando se lo pregunté.
19. (estar) Él y yo ——— juntos cuando Vd. nos vió.
20. (volver) Espere Vd. a que ellos ———.

b) Rewrite the following sentences replacing the nouns by pronouns:

- (1) Está leyendo una novela. (2) No encontró a sus amigos. (3) Quería vender un libro a José. (4) Salió con los niños. (5) Mandé el dinero a su hermano.

c) Write sentences in Spanish illustrating the use of: (1) *tampoco*, (2) *nadie*, (3) *éste*, (4) *los míos*, (5) *aquello*.

Translate each sentence into English.

PART II

Tradúzcase al inglés:

¡Sí; le habrían robado la cartera! Buscó. . . . Le faltaba. . . . Registró luego todos los bolsillos del traje. . . . Miró debajo de la cama, alzó las sillas, removió la cómoda, salió al pasillo, a la escalera, a la calle. Cuando volvió se tiró sobre la cama, se golpeó el pecho y maldijo.

(SPANISH CP.3 IS CONTINUED ON PAGES 9, 10, AND 11)

(22-8)

SPANISH CP.3—THREE-YEAR SPANISH (CONTINUED)

Le habían robado.

Ya no podría casarse. ¿Quién le restituiría aquel dinero? ¿Su padre? ¡Infeliz! ¡Si le había mandado toda su fortuna, el pan de su vejez, en aquel cheque!

Lloró, lloró de nuevo. . . . Después sin sentido, como un irracional, avanzó pasillo adelante, dispuesto a buscar una pistola y a terminar de una vez con aquel oprobio.

Pero sonó el timbre y llegó la criada solícita.

—Han traído esto para usted.

Era un paquete, envuelto en un papelucho mugriento, y una carta. Rasgó el sobre. La letra era grosera y la ortografía detestable. . . . Decía:

«Es usted un imbécil. . . . Anoche estaba yo en la mesa inmediata, cuando usted en el café enseñó ese dinero. Me pareció usted un tonto y en seguida concebí el plan de robarle. ¡Quién hubiera hecho otra cosa! Le seguí, y apenas dió cuatro pasos tropecé con usted, introduje la mano en su bolsillo y me escapé con la cartera.

Cuando llegué a casa busqué las pesetas. Pero luego hice la tontería de leer la carta de su padre, y lo que es peor, hice la tontería de conmoverme. . . . Nada, que me hubiera remordido la conciencia por quedarme con su dinero.»

Había una firma extraña, ininteligible. Luego una postdata: «Me quedo con cinco duros porque yo no trabajo gratis.» Gabriel creía soñar. Al cabo, desdoblado el papelucho mugriento, encontró la cartera. Dentro estaban las dos mil pesetas, menos cinco duros. Pocos meses después Gabriel, trémulo de felicidad, se casaba. . . .

PART III

a) Tradúzcase al español:

I have not forgotten that, on taking leave of you and your family, I promised to write as soon as I arrived in this city. I regret to say that it has been impossible for me to do so until now, in spite of the fact that I have been here for a week. I have been so busy since my arrival!

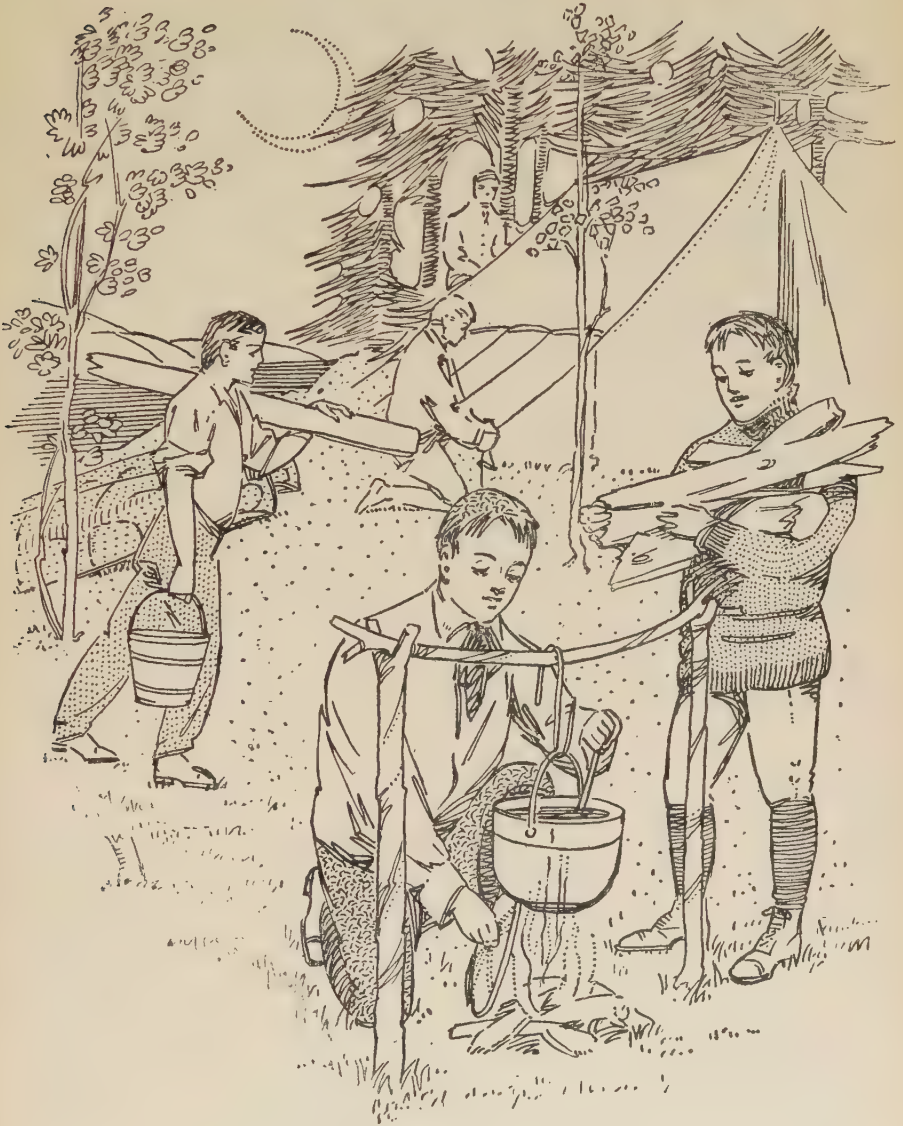
The trip was very agreeable. On the steamer I met a friend who was also going to Spain. I believe that you know him; his name is John White. He accompanied me as far as Seville where he intends to remain for a month, and then he will come to pass a few days with me.

Do not fail to write me often. You know how sad one feels in a foreign country. If you want me to send you some books, tell me so and I shall do it with pleasure.

I hope to leave Madrid the last of August, so that we shall see each other no doubt by the middle of September.

SPANISH CP.3—THREE-YEAR SPANISH (CONTINUED)

(SEE PAGE 11, PART III, b)



(SPANISH CP.3 IS CONTINUED ON PAGE 11)

(22-10)

SPANISH CP.3—THREE-YEAR SPANISH (CONTINUED)

- b) Escribanse en español unas 150 palabras sobre lo que representa el grabado de la página 10. (Vocabulario: wood [*leña*], poles [*estacas*], kettle [*caldero*] pail [*cubo*], to set up a tent [*armar una tienda de campaña*].)

PART IV

- a) Escribanse las siguientes frases poniendo la forma plural siempre que sea posible.
1. No quiero hablarle porque no lo conozco.
 2. Lo he visto alguna vez.
 3. ¿Quién vino a verme?
 4. No me diga que no hay carta para mí.
 5. Ponga eso en el cajón.
- b) Sustitúyanse los espacios en blanco por la forma conveniente de uno de los siguientes infinitivos: *venir, salir, haber, tener, poder*. Tradúzcanse las frases.
1. Se lo daría con gusto si lo ———.
 2. Prometieron que ——— más tarde.
 3. Ojalá que Ramón ——— venir con nosotros.
 4. No creo que él ——— podido salir.
 5. Cree que nosotros ——— a dar una vuelta.
- c) Pónganse en forma negativa las siguientes frases:
1. Pregúntamelo a mí.
 2. Él desea algo.
 3. Abra Vd. la puerta o la ventana.
 4. Hay alguien que habla inglés.
 5. Póngase el sombrero y los guantes.
- d) Escribanse en español oraciones completas usando las siguientes palabras o frases:
- (1) *acababa de*, (2) *hacia*, (3) *por mucho que*, (4) *cualquiera*, (5) *a fin de que*.
Tradúzcanse las oraciones al inglés.
- e) Tradúzcase al español:
1. Although I could not see them, I knew they were there.
 2. They say they will come with us tomorrow even though it is cold.
 3. I wonder how old that boy is?
 4. The windows were open. They were opened by one of us.
 5. If we were as hungry as you, we should eat something.

SPANISH CP.4—FOUR-YEAR SPANISH

Thursday, June 21

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

- a) Escribanse las siguientes frases poniendo la forma plural siempre que sea posible.
1. No quiero hablarle porque no lo conozco.
 2. Lo he visto alguna vez.
 3. ¿Quién vino a verme?
 4. No me diga que no hay carta para mí.
 5. Ponga eso en el cajón.
- b) Sustitúyanse los espacios en blanco por la forma conveniente de uno de los siguientes infinitivos: *venir, salir, haber, tener, poder*. Tradúzcanse las frases.
1. Se lo daría con gusto si lo ———.
 2. Prometieron que ——— más tarde.
 3. Ojalá que Ramón ——— venir con nosotros.
 4. No creo que él ——— podido salir.
 5. Cree que nosotros ——— a dar una vuelta.
- c) Pónganse en forma negativa las siguientes frases:
1. Pregúntamelo a mí.
 2. Él desea algo.
 3. Abra Vd. la puerta o la ventana.
 4. Hay alguien que habla inglés.
 5. Póngase el sombrero y los guantes.
- d) Escribanse en español oraciones completas usando las siguientes palabras o frases:
- (1) *acababa de*, (2) *hacia*, (3) *por mucho que*, (4) *cualquiera*, (5) *a fin de que*. Tradúzcanse las oraciones al inglés.
- e) Tradúzcase al español:
1. Although I could not see them I knew they were there.
 2. They say they will come with us tomorrow even though it is cold.
 3. I wonder how old that boy is?
 4. The windows were open. They were opened by one of us.
 5. If we were as hungry as you, we should eat something.

(22-12)

(SPANISH CP.4 IS CONTINUED ON PAGES 13, 14, AND 15)

SPANISH CP.4—FOUR-YEAR SPANISH (CONTINUED)

PART II

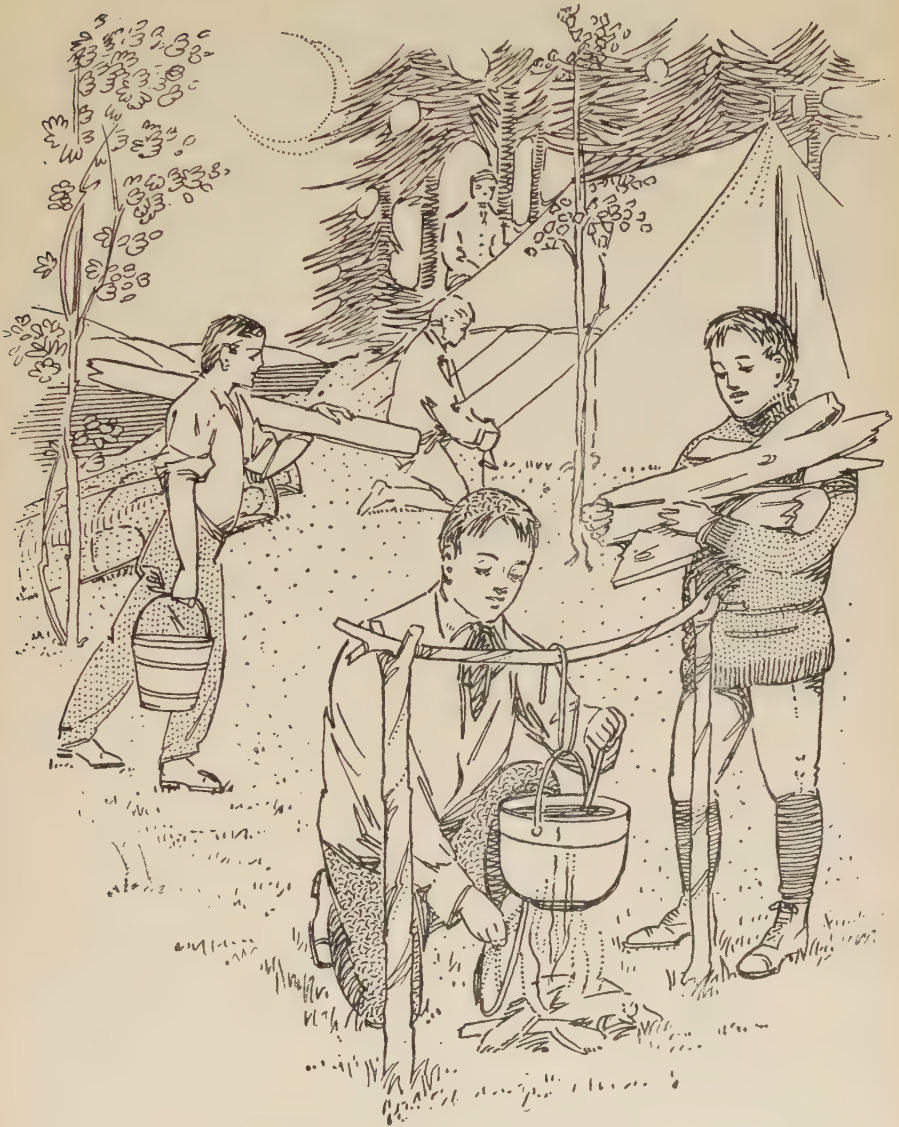
a) Tradúzcase al español:

I didn't see Francis Valdes again until twenty-five years later. We both attended the same primary school, and I must confess that I always liked him. A child of a poor family and very timid, the other youngsters used to laugh at him because he was not fond of games and spent his time outside of school reading all the books that he could find. They used to call him "the poet" because one afternoon when we had been bathing in the river we found him sitting in the garden behind his house writing verses. That is something that they never forgave him for. He tried to hide the paper in his pocket when he saw us coming, but it was too late. He was not happy, and was always reading books that described travels in distant countries. He used to say that he wanted to be a sailor in order to be able to see the world. But the dreams of his childhood and youth were never realized. Through lack of will, perhaps, he had scarcely ever left the village where he was born. When his studies were completed, he secured a position which gave him sufficient to eat, but nothing more. There he married and there he lived, leading a monotonous life, with few diversions. When I saw him, it seemed to me that he realized that his life had been a failure. He no longer dreamed of travels in foreign countries, but his books still brought him some comfort. And he continued to write verses. When he took me to his library, the first thing that he showed me was a drawer full of papers—his poetry, which he never expected to publish. "This is the remnant of my youthful dreams," he said to me. "As long as I live, I shall have the mania of writing bad verse."

b) Escribanse en español unas 250 palabras sobre lo que representa el grabado de la página 14.

SPANISH CP.4—FOUR-YEAR SPANISH (CONTINUED)

(SEE PAGE 13, PART II, b)



(SPANISH CP.4 IS CONTINUED ON PAGE 15)

(22-14)

SPANISH CP.4—FOUR-YEAR SPANISH (CONTINUED)

PART III

Tradúzcase al inglés:

A esta sazón, por las ventanas abiertas de la estancia, se oyó a lo lejos un largo y dulce y ondulante silbido que resonó con prolongados ecos en las montañas vecinas. Al escucharle, Paco Valdés se levantó rápidamente, con brusca y trémula emoción, y acercándose a una de las ventanas me dijo, tendiendo los brazos a la espaciosa llanura:

—No te rías, mi viejo camarada. Yo he puesto mis deseos, mis fantasías, mis vagas y profundas ambiciones en ese agudo silbo del tren, en ese largo y dulcísimo alarido que resuena en los campos como un grito de llamada a las voluntades inquietas, a los pensamientos errabundos, a las almas despiertas. Cuando oigo a media noche el silbido lejano, me incorporo en el lecho y una ráfaga de tristeza, de poesía y de nostalgia me azota como un látigo.

Siento un ansia voraz de levantarme y huir, de lanzarme a ese tren que silba en las tinieblas, de correr no sé adónde, pero muy lejos, como un mozo rebelde que rompe las cadenas de su hogar. . . . Algunas noches la ansiedad es tan imperiosa que me levanto y corro a la ventana de mi aposento y abro los cristales de par en par para escuchar, con angustia y deleite, los silbos del tren. ¡Quién viera entonces al gordo y pacífico notario, al señor don Francisco Valdés, con el semblante pálido y anheloso, espiar en las sombras el silbido de un tren y anegarse luego en profundas meditaciones, de cara a las estrellas, con los ojos mojados de lágrimas!

SPANISH

September 1928

Wednesday, September 19

2 p.m. Three hours

SPANISH CP.2. TWO-YEAR SPANISH

PAGES 2 AND 3

For candidates wishing credit for two years of Spanish.

Candidates wishing to offer Two-Year Spanish (Spanish Cp.2) and Third Year or Intermediate Spanish (Spanish B) will be expected to offer them not separately but together as Three-Year Spanish (Spanish Cp.3).

SPANISH B. THIRD YEAR OR INTERMEDIATE SPANISH PAGES 4, 5, 6, AND 7

For candidates who have credit for two years of Spanish and wish credit for Third Year or Intermediate Spanish (Spanish B).

SPANISH CP.3. THREE-YEAR SPANISH

PAGES 8, 9, 10, AND 11

For candidates wishing credit for three years of Spanish.

SPANISH CP.4. FOUR-YEAR SPANISH

PAGES 12, 13, 14, AND 15

For candidates wishing credit for four years of Spanish, including those who have credit for Two-Year Spanish (Spanish Cp.2) and Three-Year Spanish (Spanish Cp.3).

This paper must be returned by the candidate with his answer book. His name should be entered on this line _____

SPANISH CP.2—TWO-YEAR SPANISH

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Translate into English:

¿Qué hay en ti, Sevilla, que te hace singular en el mundo? ¿Qué hay en ti, que quien no te vió nunca te desea, y enamoras a quien te ve, y quien te ve y te deja, sueña en volver a verte? ¿Qué fuerza espiritual es la tuya, que así a todos cautivas y atraes? ¿Qué aura del cielo se mezcla en tu aire, que así los sentidos embelesa? ¿Qué luz te inunda y te corona? ¿Qué secreto encanto tienen tus mujeres, tu cielo, tus flores y tus campos?

Tienen ellos y tienes tú ... poesía y gracia.

Una y otra se hallan en ti por donde quiera, y en todo sitio y ocasión reinan y palpitan.

Gracia es en ti, primero que nada, esa tu natural inclinación a todo lo bello y alegre; gracia es en ti ese trabajar de tus obreros y de tus campesinos y de tus mujeres, con risa y bondad en el alma, venciendo la fatiga y esfuerzo materiales entre burlas y coplas; gracia es en ti ese menosprecio de las cosas del mundo, que alegró mil veces hasta los sangrientos campos de batalla; gracia es en ti la fanática adoración de imágenes que simbolizan el misterio divino, y que no serían tan adoradas si fuesen menos bellas; graciosas son tus casas, llenas de silencio y reposo; graciosas tus calles, tortuosas y estrechas llenas de inesperados encantos, de rincones secretos, de vivos contrastes de sombra y luz como los que ofrecen las sevillanas al abrir y cerrar los ojos.

PART II

Translate into Spanish:

- X. Tell me something about your trip through Spain, or at least tell me which of the Spanish cities you like best.
- Y. As for the second question, the answer is very easy. In my opinion, there is no Spanish city that is so interesting as Seville.
- X. How long were you there?
- Y. A little over two weeks. As you know, I was there for the first time in 1918 (*write out in full*), that is to say, ten years ago, and I have always remembered with the greatest pleasure my stay there. When one travels, there are some things that are not easily forgotten. It was warm, it is true, but the

(SPANISH CP.2 IS CONTINUED ON PAGE 3)

(k-2)

SPANISH CP.2—TWO-YEAR SPANISH (CONTINUED)

heat does not bother one. Besides, as a general rule, in summer Spaniards do not go out from one until four in the afternoon, and in the evening it is almost always cool. This time I arrived there toward the middle of the month of April, and I cannot tell you how beautiful it was. I have traveled in all the countries of Europe, but in my opinion, no European city has so much charm as Seville in spring.

PART III

- a) Rewrite the following sentences, using the proper form of the verb in place of the italicized infinitive, and making the other necessary changes.
- (1) ¿Qué tal *dormir* Vd. anoche? (2) No quiero que *venir* Vd. mañana. (3) Creo que ellos me *hacer* una visita mañana. (4) No quiso que yo *concluir* la oración. (5) *Ser* las diez cuando salí. (6) Yo les mandé que *ir* delante de mí. (7) Serán encerrados luego que *llegar*. (8) Es necesario que nosotros *dirigir* esto. (9) Yo iría con gusto si *hacer* buen tiempo. (10) Él *venir* el año próximo. (11) Si lo *saber* me lo diría. (12) Me mandó que *poner* el libro en la mesa. (13) ¿Adónde *ir* Vd. cuando le encontré? (14) Nosotros *venir* ayer al mismo lugar. (15) Juan me *dar* ayer este libro interesante.
- b) Change the following statements to commands, using the formal (polite) singular:
- (1) Corrige el ejercicio. (2) Sale de la clase. (3) Se despide de Pablo. (4) Se acuesta a las diez. (5) Hace una pregunta.
- c) Replace the blanks in the following sentences by the appropriate pronoun:
- (1) Alguien me llama, pero no sabemos — es. (2) No me ha escrito, — me hace creer que no vendrá. (3) Ésta es la fábrica cerca de — viven muchos obreros. (4) Aquí tengo muchos libros, pero no sé — hay. (5) La hija del señor Vargas — estaba enferma se siente mucho mejor.
- d) Write sentences in Spanish using the following words and translate the sentences into English: *nada*, *primero*, *quienquiera*, *ojalá*, *acerca de*.

SPANISH B—THIRD YEAR OR INTERMEDIATE

Wednesday, September 19

2 p.m. Three hours

For candidates who have credit for Two-Year Spanish (Spanish Cp.2) and wish credit for Third Year of Intermediate Spanish (Spanish B).

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

Tradúzcase al inglés:

—Enrique Osorio, ¿tú por aquí? Pero, chico, ¿es posible? ¡Si no doy crédito a mis ojos! ¿Es que no me conoces? ¿Ya no te acuerdas de mí? ¿Te has olvidado de Paco Valdés, tu camarada de antaño, tu mejor amigo de los tiempos estudiantiles?

Al oír tal, lleno a mi vez de sorpresa y de júbilo, abrí los brazos y estreché en ellos con fuerza al nunca olvidado condiscípulo.

—Pero, hombre—le dije—yo no sabía que estuvieses aquí. ¿Por qué no me escribiste nunca? Cuántas veces me he dicho, no sin tristeza: ¿qué habrá sido de Paco Valdés?

—Pues llevo aquí catorce años, catorce años de cadena. Pero, ¿qué hacemos aquí, en la puerta? Precisamente es la puerta de mi casa. Pasa, mi viejo amigo; ¡qué de cosas nos tenemos que contar! Entra, entra delante; ahora estoy solo. Mi mujer se fué a misa y la chiquillería a la escuela. ... ¡Pero qué ganas tenía yo de charlar a mi gusto con una persona como tú!

Entramos en la casa, que era de las buenas y ricas de los señores castellanos, donde toda comodidad tiene asiento.

—He aquí la biblioteca—dijo Paco Valdés, mostrándome una estancia noble y espaciosa, con grandes ventanas al campo, muchos y escogidos libros, viejos y nuevos, algunos cuadros ilustres y dos sillones.—Sentémonos aquí. Éste es mi refugio, el teatro de mis sueños, lo que me sustrae durante muchas horas a la vulgaridad horrible de mi vida.

—Siempre fuiste—repuse—un hombre romántico y soñador; también yo lo fui, lo sigo siendo, a pesar de mí mismo, pero la realidad es implacable. Cuando se tienen pocos años, menos mal; pero después. ... No hay hombre maduro, por ilustre y glorioso que fuere, que no se sienta fracasado en lo más íntimo del corazón.

(k-4)

(SPANISH B IS CONTINUED ON PAGES 5, 6, AND 7)

SPANISH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

PART II

a) Tradúzcase al español:

On getting off the train, a man whose face was unfamiliar to me, greeted me, saying; "How glad I am to see you, Henry! What are you doing here? Is it possible that you no longer know me? It is true that we haven't seen one another for thirty years and in that time we have both changed a lot, but I recognize you by your photographs which the newspapers publish all the time. Now you are a famous man. I have not been so fortunate. I can't tell you how anxious I am to talk to you. Can't you spend the afternoon with me at my house?"

I accepted his invitation with much pleasure and told the porter to carry my bag to the hotel. I was delighted to meet Paco because he was one of my best friends at school. While we were walking toward his house, he told me something of his life.

b) Escribanse al menos 150 palabras sobre lo que representa el grabado de la página 6.

SPANISH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

(SEE PAGE 5, PART II, b)



(SPANISH B IS CONTINUED ON PAGE 7)

SPANISH B—THIRD YEAR OR INTERMEDIATE (CONTINUED)

PART III

- a) Escribanse en español oraciones completas usando las siguientes frases, y tradúzcanse las oraciones al inglés.
(1) *tener que*, (2) *haber de*, (3) *cerca de*, (4) *acerca de*, (5) *con tal de que*.
- b) Pónganse en forma negativa las siguientes oraciones:
1. Buscan a alguien.
 2. Préstaselas a Julio.
 3. Amalia ha dicho algo.
 4. Lávese la cara.
 5. Quiero que le venda uno u otro de esos libros.
- c) Póngase la forma plural siempre que sea posible:
1. Cualquier libro que compre él, será bueno.
 2. El juez salió sin decir nada.
 3. Compré el reloj para dárselo a ella.
 4. Me dijo que vendría por mí.
 5. La lección es fácil y algo interesante.
- d) Sustitúyanse los espacios en blanco por la forma conveniente de uno de los siguientes infinitivos: *conocer*, *poner*, *tocar*, *traer*, *venir*.
1. No quiero que Vd. ——— el piano.
 2. Prometió que ——— a vernos cuanto antes.
 3. Sé su nombre pero no lo ——— a él.
 4. No sabemos por qué se ha ——— el sombrero.
 5. Les mandó que ——— lo que les pedía.
- e) Tradúzcanse al español:
1. When they arrived, I opened the door for them.
 2. Open the door for us as soon as we arrive.
 3. Do you know whether they have written the letters?
 4. Yes, the letters are written. They were written this morning.
 5. Where can they have placed my hat? If I knew, I should tell you.

SPANISH CP.3—THREE-YEAR SPANISH

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

a) Rewrite the following sentences, using the proper form of the verb in place of the italicized infinitive, and making the other necessary changes.

- (1) ¿Qué tal *dormir* Vd. anoche? (2) No quiero que *venir* Vd. mañana. (3) Creo que ellos me *hacer* una visita mañana. (4) No quiso que yo *concluir* la oración. (5) *Ser* las diez cuando salí. (6) Yo les mandé que *ir* delante de mí. (7) Serán encerrados luego que *llegar*. (8) Es necesario que nosotros *dirigir* esto. (9) Yo iría con gusto si *hacer* buen tiempo. (10) Él *venir* el año próximo. (11) Si lo *saber* me lo diría. (12) Me mandó que *poner* el libro en la mesa. (13) ¿Adónde *ir* Vd. cuando le encontré? (14) Nosotros *venir* ayer al mismo lugar. (15) Juan me *dar* ayer este libro interesante.

b) Change the following statements to commands, using the formal (polite) singular:

- (1) Corrige el ejercicio. (2) Sale de la clase. (3) Se despide de Pablo. (4) Se acuesta a las diez. (5) Hace una pregunta.

c) Replace the blanks in the following sentences by the appropriate pronoun:

- (1) Alguien me llama, pero no sabemos —— es. (2) No me ha escrito, —— me hace creer que no vendrá. (3) Ésta es la fábrica cerca de —— viven muchos obreros. (4) Aquí tengo muchos libros, pero no sé —— hay. (5) La hija del señor Vargas —— estaba enferma se siente mucho mejor.

d) Write sentences in Spanish using the following words and translate the sentences into English: *nada, primero, quienquiera, ojalá, acerca de*.

PART II

Tradúzcase al inglés:

—Enrique Osorio, ¿tú por aquí? Pero, chico, ¿es posible? ¡Si no doy crédito a mis ojos! ¿Es que no me conoces? ¿Ya no te acuerdas de mí? ¿Te has olvidado de Paco Valdés, tu camarada de antaño, tu mejor amigo de los tiempos estudiantiles?

(k-8)

(SPANISH CP.3 IS CONTINUED ON PAGES 9, 10, AND 11)

SPANISH CP.3—THREE-YEAR SPANISH (CONTINUED)

Al oír tal, lleno a mi vez de sorpresa y de júbilo, abrí los brazos y estreché en ellos con fuerza al nunca olvidado condiscípulo.

—Pero, hombre—le dije—yo no sabía que estuvieses aquí. ¿Por qué no me escribiste nunca? Cuántas veces me he dicho, no sin tristeza: ¿qué habrá sido de Paco Valdés?

—Pues llevo aquí catorce años, catorce años de cadena. Pero, ¿qué hacemos aquí, en la puerta? Precisamente es la puerta de mi casa. Pasa, mi viejo amigo; ¡qué de cosas nos tenemos que contar! Entra, entra delante; ahora estoy solo. Mi mujer se fué a misa y la chiquillería a la escuela. ... ¡Pero qué ganas tenía yo de charlar a mi gusto con una persona como tú!

Entramos en la casa, que era de las buenas y ricas de los señores castellanos, donde toda comodidad tiene asiento.

—He aquí la biblioteca—dijo Paco Valdés, mostrándome una estancia noble y espaciosa, con grandes ventanas al campo, muchos y escogidos libros, viejos y nuevos, algunos cuadros ilustres y dos sillones.—Sentémonos aquí. Éste es mi refugio, el teatro de mis sueños, lo que me sustrae durante muchas horas a la vulgaridad horrible de mi vida.

—Siempre fuiste—repose—un hombre romántico y soñador; también yo lo fui, lo sigo siendo, a pesar de mí mismo, pero la realidad es implacable. Cuando se tienen pocos años, menos mal; pero después. ... No hay hombre maduro, por ilustre y glorioso que fuere, que no se sienta fracasado en lo más íntimo del corazón.

PART III

a) Tradúzcase al español:

On getting off the train, a man whose face was unfamiliar to me, greeted me, saying; "How glad I am to see you, Henry! What are you doing here? Is it possible that you no longer know me? It is true that we haven't seen one another for thirty years and in that time we have both changed a lot, but I recognize you by your photographs which the newspapers publish all the time. Now you are a famous man. I have not been so fortunate. I can't tell you how anxious I am to talk to you. Can't you spend the afternoon with me at my house?"

I accepted his invitation with much pleasure and told the porter to carry my bag to the hotel. I was delighted to meet Paco because he was one of my best friends at school. While we were walking toward his house, he told me something of his life.

b) Escribanse al menos 150 palabras sobre lo que representa el grabado de la página 10.

(k-9)

(SPANISH CP.3 IS CONTINUED ON PAGES 10 AND 11)

SPANISH CP.3—THREE-YEAR SPANISH (CONTINUED)

(SEE PAGE 9, PART III, b)



(SPANISH CP.3 IS CONTINUED ON PAGE 11)

SPANISH CP.3—THREE-YEAR SPANISH (CONTINUED)

PART IV

- a) Escribanse en español oraciones completas usando las siguientes frases, y tradúzcanse las oraciones al inglés.
- (1) *tener que*, (2) *haber de*, (3) *cerca de*, (4) *acerca de*, (5) *con tal de que*.
- b) Pónganse en forma negativa las siguientes oraciones:
1. Buscan a alguien.
 2. Préstaselas a Julio.
 3. Amalia ha dicho algo.
 4. Lávese la cara.
 5. Quiero que le venda uno u otro de esos libros.
- c) Póngase la forma plural siempre que sea posible.
1. Cualquier libro que compre él, será bueno.
 2. El juez salió sin decir nada.
 3. Compré el reloj para dárselo a ella.
 4. Me dijo que vendría por mí.
 5. La lección es fácil y algo interesante.
- d) Sustitúyanse los espacios en blanco por la forma conveniente de uno de los siguientes infinitivos: *conocer*, *poner*, *tocar*, *traer*, *venir*.
1. No quiero que Vd. — el piano.
 2. Prometió que — a vernos cuanto antes.
 3. Sé su nombre pero no lo — a él.
 4. No sabemos por qué se ha — el sombrero.
 5. Les mandó que — lo que les pedía.
- e) Tradúzcanse al español:
1. When they arrived, I opened the door for them.
 2. Open the door for us as soon as we arrive.
 3. Do you know whether they have written the letters?
 4. Yes, the letters are written. They were written this morning.
 5. Where can they have placed my hat? If I knew, I should tell you.

SPANISH CP.4—FOUR-YEAR SPANISH

Wednesday, September 19

2 p.m. Three hours

Take care to number and letter your answers exactly in accordance with this question paper.

Read each passage through before beginning to write. In translation the use of clear and idiomatic English is required.

PART I

a) Escribanse en español oraciones completas usando las siguientes frases, y traduzcense las oraciones al inglés.

(1) *tener que*, (2) *haber de*, (3) *cerca de*, (4) *acerca de*, (5) *con tal de que*.

b) Pónganse en forma negativa las siguientes oraciones:

1. Buscan a alguien.
2. Préstaselas a Julio.
3. Amalia ha dicho algo.
4. Lávese la cara.
5. Quiero que le venda uno u otro de esos libros.

c) Póngase la forma plural siempre que sea posible.

1. Cualquier libro que compre él, será bueno.
2. El juez salió sin decir nada.
3. Compré el reloj para dárselo a ella.
4. Me dijo que vendría por mí.
5. La lección es fácil y algo interesante.

d) Sustitúyanse los espacios en blanco por la forma conveniente de uno de los siguientes infinitivos: *conocer*, *poner*, *tocar*, *traer*, *venir*.

1. No quiero que Vd. ——— el piano.
2. Prometió que ——— a vernos cuanto antes.
3. Sé su nombre pero no lo ——— a él.
4. No sabemos por qué se ha ——— el sombrero.
5. Les mandó que ——— lo que les pedía.

e) Tradúzcanse al español:

1. When they arrived, I opened the door for them.
2. Open the door for us as soon as we arrive.
3. Do you know whether they have written the letters?
4. Yes, the letters are written. They were written this morning.
5. Where can they have placed my hat? If I knew, I should tell you.

(SPANISH CP.4 IS CONTINUED ON PAGES 13, 14, AND 15)

(k-12)

SPANISH CP.4—FOUR-YEAR SPANISH (CONTINUED)

PART II

a) Tradúzcase al español:

On his return to Bogotá, Simón Bolívar was able to say in his famous proclamation of November 23, 1826: "Colombians, five years ago I left this city at the head of the Army of Freedom, to march from the banks of the Cauca (*m.*) to the peaks of Potosi (*m.*). A million Colombians and two sister republics, Peru and Bolivia, have won independence under our flags; the world of Columbus has ceased to be Spanish."

The fame of the Liberator had reached its supreme height. It produced an enthusiasm bordering on fanaticism (*fanatismo*). In his honor were decreed statues and monuments. He was called the Founder and the Father of the Republic.

It was believed that he had laid the foundations of *one* powerful state, whose wealth and prosperity were to convert it into a rival of the great North American Republic. Such hopes were not to be realized, and the star of the liberator was to be eclipsed. Civil war brought about the dismembering of the Republic of Colombia; and two years later its great founder died at his home near Santa Marta, accused of tyranny and banished from his native land.

b) Escribanse unas 250 palabras sobre lo que representa el grabado de la página 14.

SPANISH CP.4—FOUR-YEAR SPANISH (CONTINUED)

(SEE PAGE 13, PART II, *b*)



(SPANISH CP.4 IS CONTINUED ON PAGE 15)

SPANISH CP.4—FOUR-YEAR SPANISH (CONTINUED)

PART III

Tradúzcase al inglés:

Simón se había internado por los olivares que a gran distancia se extendían.

Simón iba tan absorto en su pensamiento que sólo un inusitado y extraño acontecimiento pudo sacarle de su arrobamiento. Papalina, aunque sin alterar su paso, levantó de repente sus dos enormes orejas y se puso a mirar hacia el mimbral (*willow grove*). Simón siguió con la vista la dirección de las miradas de la burra y vio y oyó moverse los mimbres. Como todos los campesinos, que están connaturalizados con toda clase de riesgos y peligros, no era hombre que conociese el miedo; pero tampoco era desprevenido. Y así, sin alterarse, se puso en observación.

—Toro no es—pensó—porque haría más ruido; zorra ni lobo, tampoco, porque haría menos. Éste es animal de dos pies como yo y otros; y si se esconde, sus motivos tendrá, y a mí poco se me importa. Será algún gitano que viene a robar mimbres.

Apenas había hecho estas reflexiones, cuando salió de entre las ramas un hombre de aspecto fiero, que se dirigió a él.

—Díos guarde a usted, buen hombre—dijo el desconocido.

—Y a usted también, amigo. ¿En qué se le puede servir?—contestó Simón Verde.

—Puede usted salvarme. Soy perseguido y si me cogen soy fusilado al momento. Déme usted siquiera un pedazo de pan, que hace dos días que estoy metido en ese mimbral, y no como.

Simón volvió a su casa, desocupó y aseó un gallinero, que estaba a espaldas de ella, y después fué a sentarse al lado de su madre a quien dijo con su boca de risa:

—Madre, esta noche tenemos huésped. Es un faccioso, madre, y de los de mala calidad; le andan siguiendo la pista de cerca, y si le pillan, le despachan en un tris, y sin confesión, lo que es un dolor. Tiene hambre y me ha pedido que le salve. ¡Ha sido un mal encuentro! Pero si de algo me he de arrepentir, más vale que sea de haber dicho a un desamparado que sí, que no de haberle vuelto la espalda.

—¡Verdad, hijo, verdad! Haz bien y no mires a quién—dijo la buena.

Simón salió de su casa y subió hasta la iglesia y el palacio, que, solitarios y silenciosos, parecían mayores y más majestuosos a la triste y grave luz de la luna; pasó ante la iglesia y se quitó el sombrero, pensando—¡Esta puerta tampoco se cierra a ninguno que llama a ella!

Llegó al sitio que había indicado el forastero, al que halló aguardándole.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(29-1)

1928

ZOÖLOGY

Friday, June 22

2 p.m. Two hours

Answer four questions from Group A and four questions from Group B.

GROUP A

1. Draw the side view of a fish or frog, showing the main external features, and label ten structures.
2. Indicate the principal excretions and the structures or organs involved in the process of excretion in (a) amoeba, (b) earthworm, (c) man.
3. A fish eats an insect. (a) State three functions of the fish which necessarily affect this food before it can be utilized by the cells. (b) State two primary uses which make this food essential to the fish.
4. Write briefly on the care of the young as shown by a member of each class of vertebrate animals.
5. Contrast the vertebrate type of structure with the invertebrate type.

GROUP B

6. a) Give the life-history of the hookworm.
b) Why is it considered an especially harmful parasite?
7. Distinguish between the two terms in five of the following pairs of terms. In each case name an animal to which the term applies.
 - a) Ectoplasm and ectoderm
 - b) Motor and sensory
 - c) Plantigrade and digitigrade
 - d) Excretion and secretion
 - e) Cloaca and rectum
 - f) Horn and antler
 - g) Mesogloea and mesoderm
8. Detect and discuss any errors in the following statements:
 - a) The robin lays his eggs in a hollow tree.
 - b) The intestine of the frog is much shorter in the tadpole stages than in the adult, since the tadpole is carnivorous.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

- c)* All quadrupeds have cloven hoofs.
 - d)* The hookworm is really injurious to both its hosts, though it encysts in only one.
 - e)* The members of Coleoptera have piercing and sucking mouthparts, thereby differing from the other classes of the Arthropoda.
9. Discuss the methods employed to propagate two invertebrates of definite economic benefit. The examples chosen must be from different phyla.
10. Show how animal experimentation has been of benefit to the human race.

This paper must be returned by the candidate with his answer book. His name should be entered on this line_____

(r-1)

1928

ZOÖLOGY

Friday, September 21

2 p.m. Two hours

Answer four questions from Group A and four questions from Group B.

GROUP A

1. Name and describe the chief structures found in typical animal cells.
2. Beginning with one-celled animals, and referring to representatives of three other groups, show how increased "division of labor" has resulted in increased complexity of animal structure.
3. Contrast the respiratory organs of a water-living animal with those of an air-breathing animal.
4. Give the life-history of a fresh-water clam.
5. a) What characters make the crayfish unique among the invertebrates?
b) What characters make the bird unique among the vertebrates?

GROUP B

6. a) Name five detrimental insects, each from a different order, and state the injurious effects produced by each.
b) Give the remedy in each case as practiced by modern entomologists.
7. a) Give four of the most important evidences for organic evolution.
b) Name the chief contribution to the subject of evolution from one of the following: Lamarck, Darwin, De Vries.
8. Discuss the significance of the cell in animal organization.
9. Make simple outline sketches, fully labeled, of three of the following:
a) Section through hydra
b) Cilia on gill of clam
c) A complete single muscle of the frog
d) A nerve cell.
10. Complete each of the following sentences by selecting the proper word or words (in italics) and copy the completed sentence in your paper.
a) Protein in the process of digestion is changed to *glucose, vitamin, amino-acids, bile*.

(THIS EXAMINATION IS CONTINUED ON PAGE 2)

- b) The exposed part of a tooth is protected by *dentine, cement, incisor, enamel*.
- c) The distinguishing characteristic of mammals is *warm blood, hair, nervous system, backbone*.
- d) The tadpole in early stage breathes through *tracheae, gills, spiracles, tail, lungs*.
- e) The earthworm in locomotion employs *pedicellariae, ampullae, nephridia, setae*.
- f) The resting or inactive stage in the metamorphosis of certain insects is *cocoon, nymph, pupa, imago, ovum*.
- g) The teeth of the frog are *used for masticating, not found in the upper jaw, not found on the lower jaw, valuable for offense*.
- h) The starfish secures food by *tentacles, sting-cells, eversion of stomach, oral groove*.

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Questions set at the comprehensive exam



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